

**A STUDY OF FACTORS RELATED TO
ADMISSION PROBLEMS IN
COLLEGES OF EDUCATION IN
TRANSKEI
IN 1995**

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**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION
IN THE DEPARTMENT OF EDUCATION.
UNIVERSITY OF NATAL. PIETERMARITZBURG**

MARCH 1998

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ABSTRACT

A common feature of colleges of education in Transkei in the early nineties was the crisis during the admissions period. This study investigated the extent to which factors such as nepotism, political interference, ethnicity and others affected admissions to colleges of education in Transkei in 1995.

Random samples of student-teachers, lecturers, rectors and community members of selected colleges of education were drawn from target populations of all Course I student-teachers, all lecturers of 14 colleges, all rectors of colleges of education, and communities of all 14 colleges of education in Transkei. Thus, samples of 313 student teachers, 100 lecturers, 35 members of community and all seven rectors of colleges were studied.

Both quantitative and qualitative research techniques were used to collect data. In this study questionnaires were used to collect information from student teachers and lecturers, interviews were conducted with rectors and community members to obtain the necessary data.

Data analysis, using the Statistical Analysis System (SAS) computer package revealed the following :

1. It was found that contradictions and ambiguities existed in the admission guidelines and procedures. It was also discovered that there were discrepancies between guidelines and practices in admission to colleges of education. These could be avoided if all stakeholders

were involved in policy formulation thereby ensuring that no one member could be accused for admission problems.

2. The applicants and communities perceived that the right to demand access to colleges of education also contributed to the problem of admissions.
3. It was found that the automatic bursary allocation to student teachers greatly contributed to the admission crisis.
4. Factors such as nepotism, ethnicity and bribery also contributed to the crisis.
5. Other findings related to the perception that teaching was an easier option than other careers, and this also contributed to the crisis.
6. A surprising finding was that respondents did not perceive political influence to have significantly affected the admission procedures in colleges of education in Transkei.

From the findings, a conclusion was drawn that the problems of admissions and registration in colleges of education were aggravated by the contradictory policies of the Affiliated Colleges Board (ACB) and the Department malpractices by college authorities, and by community pressure. Thus, the major stakeholders in the colleges, namely, rectors, lecturers and prospective student-teachers were to blame for the crisis.

Based on the above conclusion, recommendations were given as follows :

1. Community members, student-teachers, lecturers and rectors should be involved in policy formulation concerning admissions.
2. The autonomy for colleges of education can be the aim so as to avoid dual control on crucial matters of college governance, such as student admission and registration.
3. Admission requirements should be upgraded to ensure that only adequately qualified candidates apply for admission.
4. Central admission be utilised in order to minimize corruption in the students' admission and registration processes.
5. In view of the finding that availability of funding through the bursary scheme influenced potential trainees to seek admission to colleges of education, the bursary system, as was in force in 1995, be phased out in favour of a loan scheme. The rationale for this being that only candidates who have an interest in a teaching career would apply for admission.
6. A recommendation for further research is that a similar study should be conducted in other parts of South Africa in order to determine how other colleges conducted their admissions and avoided the problems identified in this study.

DECLARATION

I, **YOLISWA LINDELWA GWAGWA**, solemnly declare that the work in this dissertation is original.

The research is the result of my efforts under the professional guidance of the supervisor whose name and signature appear below.

CANDIDATE’S NAME : **YOLISWA LINDELWA GWAGWA**

CANDIDATE’S SIGNATURE :

DATE :

SUPERVISOR’S NAME : **DR E S M KAABWE**

SUPERVISOR’S SIGNATURE :

DATE :

DEDICATION

This work is dedicated to my late father, Espin,
whose memory remains alive in my heart.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to all the people who assisted me to complete this study successfully.

Firstly, I wish to put on record my special words of gratitude to Dr E S M Kaabwe, my Supervisor, who was like a pilot to me in making this study a success. I highly appreciate the professional manner in which she assisted and guided me. Sometimes I felt like falling by the wayside but she continued to give me courage. Her inspiration and encouragement cannot be over-emphasised.

I am particularly indebted to Professor S N Imenda, the Director of the Bureau for Academic Support Services (BASS) at Unitra, for his untiring support and assistance throughout this study. He played a tremendous role in the inception of this study especially in statistical analysis. May God bless him.

Professor Makaula of Unitra, Professor Le Roux of the National Education Office in Pretoria and Professor Ngubentombi of Unitra, played tremendous roles during the earlier stages of this study. Some of the literature they gave me formed a useful part of Chapter 2 in this study. I salute them for their support.

I wish to thank the Department of Education in the Eastern Cape for granting me permission to collect data from colleges of education in Transkei for the purpose of this study.

I also thank the rectors of colleges of education who formed the sample for this study. The co-operation of lecturers and student-teachers in colleges of education is also appreciated. I am also very thankful to community members of colleges who allowed me to interview them for the purpose of this study.

Fast and accurate data analysis would not have been possible without the assistance of Mzwandile Mjamekwana, Kwezi and Ntombekhaya of Unitra Computer Services. Their expertise contributed a lot to the success of this study. I express my sincere appreciation to them.

Special mention must be made of Mfundo Mdingi who helped me with typing this work.

My sincerest gratitude goes to my husband, Sidima. As we were studying together, we better understood the sacrifices made. He served as a source of inspiration and motivation to me.

I also wish to express my deepest thanks to my mother and sisters, Lulu, Nzwakie, Nandie and Bulelwa.

Finally, I wish to thank my two little girls, Bulelwa (Lolly) and Nwabisa (Fuquza), for their acceptance of my absence for many hours and days while I was working. They have been so good to me. May God bless them and give them courage in their own studies.

DEFINITION OF TERMS

For the purpose of this study, the terms given below will be used as defined :

1. Admission

An approval to report for registration as a student at a college of education, irrespective of whether or not the prospective student has previously been registered as a student.

(University of Transkei Prospectus, 1996)

2. Registration

The administrative aspect of entry into a proposed course of study.

3. Admissions Crisis

A term used to refer to the severe problems experienced by colleges of education in Transkei during the admission and registration of students

4. Teacher-Training College or College of Education

Used synonymously. However, the latter term is more modern and appropriate, in that the former term has fallen into disfavour because “training” is usually associated with

learning a skill. “Education” has a far broader connotation and includes both learning the methods of teaching and the academic subjects required for the students’ personal development.

However, when dealing with specific commissions which generally employ the term “teacher training”, this term has been adhered to so that quotations from the Commission Reports relate to the rest of the text.

5. Community College

Used to refer to institutions established by the local community in 1992 to offer teacher education to candidates without the approval of Government.

6. Guidelines for Admissions

Used to refer to rules and regulations and/or criteria used to admit prospective students to colleges of education.

CHAPTER I

BACKGROUND AND RESEARCH SETTING

1.1. INTRODUCTION

1.1.1 Historical

Transkei became a self-governing State in 1963. Thirteen years later, in October 1976, it became a sovereign and independent State. Transkei is approximately 45 000 square kilometres in size. It is situated between the Umtamvuna River in the North and the Great Kei River in the South. The eastern border is formed by the Indian Ocean, while the Drakensberg Mountains, for the most part, constitute the west and north-east borders and also separate Transkei from the Kingdom of Lesotho (Republic of Transkei, 1976:20).

Topographically, the region has a broken landscape characterised by mountain ranges and deeply eroded valleys. Three quarters of the surface is hilly to mountainous and only eleven percent is flat (Republic of Transkei, 1976:20).

The climate is one of the most attractive in South Africa, with mean summer temperatures varying around 22°C but dropping to 18°C in the vicinity of Matatiele. Winter temperatures near the coast are usually about 15°C but inland they drop to 7°C (Republic of Transkei, 1976:20).

The people of Transkei comprise the AmaXhosa for the greater part, and the Sotho. The AmaXhosa are a sub-group of the Cape Nguni, representing the most southern of the black peoples of Africa. They are made up of several major tribes, notably the Xhosas (comprising the sub-groups, Gcaleka, Rarabe, Tembu, Mpondo, Mpondomise, Xesibe, Bomvana, AmaMfengu, Baca and Ntlangwini).

The advent of sovereignty to Transkei placed legislative powers in the hands of the House of Assembly which constituted 75 elected members and 70 Chiefs. From 1976 until 1988 when the Military Council took over power, the executive power was held by an Executive Council, consisting of the Prime Minister and Ministers heading the different State Departments. The judicial power was vested in the Supreme Court which consisted of a Chief Justice and other Justices appointed by the State President (Magewu, 1982:16-17). From December 1988 up until the re-incorporation of the territory back into the Republic of South Africa following the first national and democratic elections in 1994, the executive power was vested in the Transkei Military Council under the Chairmanship of Major General Bantu Holomisa.

1.1.2 Teacher Education

Teacher education is a very broad field of study and instruction concerned with professional preparation for careers in teaching, particularly at the levels of pre-school, elementary and secondary education (Hawes, 1982:225). In general, teacher education contains three main elements. The first is the study of one or

more academic subjects for the purpose of continuing the future teacher's own education and of providing him with knowledge to use in his subsequent teaching career. The second element is the study of educational principles, increasingly organised in terms of social science disciplines such as philosophy, psychology and sociology. The third consists of professional courses and school experience. This is a training component which includes teacher preparation, having a professional and/or practical orientation in the sense that skills taught are intended to have a direct effect on professional practice (Ngubentombi, 1984:25).

The above three elements should form a backbone of every pre-school programme. However, further pre-service teacher education, In-Service Teacher Education (INSET) is also of fundamental importance. Accordingly, INSET should be an essential component of national education systems (Lomax, 1983). In developed countries, the challenge is to prepare teachers for the rapidly changing world of technology, and, thereafter, to keep them abreast of social and cultural changes outside the education system so that their contribution to the economy and to the community may remain relevant. It is recognised that failure to maintain a high quality teaching force imposes high costs upon the economies and societies of the developed world, where the demand is for education as a life-long process, and for initial job training to be followed by regular re-training (Lomax, 1983).

Similar demands for manpower training exist in developing countries. However, in the less developed world, the teaching force is typically under-trained and is, therefore, unfit for the serious challenges which must be faced. In Transkei, a critical shortage of trained professionals throughout the education system was a major problem. For a variety of reasons, many teachers and administrators were seriously demoralised and lacked motivation for change which is a pre-requisite for bold progress in the face of social and economic difficulties.

During the 1980s and early 1990s in Transkei, there was a cycle of poverty, with poor homes, schools, academic attainment, teacher training, technical training etc., it is difficult to establish priorities for intervention (Lomax, 1983). There was, however, one certainty : there was no higher priority than the need to improve standards of teaching and learning in the schools and colleges. Good teachers can achieve something, even in the most dismal education environment. In the struggle to raise standards of teaching and learning, a strong intervention must be made at pre-service level. However, when a quick return on investment is required, there were advantages in intervening at the in-service stage. In-service training programmes help in the upgrading of qualifications. It was important that upgrading programmes should raise the effectiveness of the teacher. The in-serviced teacher returns to the children to provide them with the benefits of his/her training within a few days of completing a course of a few weeks' duration.

1.1.3 The History of Teacher Education in Transkei

The history of teacher education institutions in Transkei shows the evolution from missionary schools established by the pioneers of formal education amongst Africans, to the integration of these institutions in the previous Nationalist Government's plans of developing and improving the standard of teachers and thereby the educational level of the country as a whole (Teacher Training College's Prospectus 1980 : 6).

The first schools to be chosen as training schools were all missionary or church related schools towards the end of the nineteenth century.

The extreme shortage of well qualified teachers in the post-primary schools of the former Transkei received attention, but it was felt that the time was not ripe to embark on the training of such teachers in Transkei, itself. Procedures, including the granting of additional bursaries for study at Fort Hare, were adopted in an attempt to encourage the training of those teachers so as to supply the needs of the Transkeian schools at that time, as well as to provide additional staff for post-primary schools which were sorely needed (Annual Report 1965:6). The point to note is that there is evidence to suggest that, in the mid-sixties, there was a shortage of candidates for teacher training. The Bantu Education Department granted bursaries so that more teachers could be trained. It is, therefore, obvious that there were no admission problems because there were few students in the post-primary sector.

In the missionary training schools, two-year programmes were offered, that is, Lower Primary Teachers' Certificate (LPTC) and the Higher Primary Teachers' Certificate (HPTC). Sub-standard A to Standard 2 teachers were trained in the LPTC programme, and teachers for Standards 3 to 6 pupils were trained in the HPTC programme. In both programmes, male and female teachers were trained. The entrance requirement for the LPTC programme was standard 6, whilst for the HPTC programme it was form III (standard 8). In the early 1960s, teachers from training schools were limited to teach up to standard 6 until a course called Primary Higher III (PHIII) was introduced at Cicira to train teachers to teach up to form I.

In 1970, the Junior Secondary Teachers' Course (JSTC) replaced the PHIII. Entry to this course was limited to Senior Certificate holders (Annual Report 1986:7). In 1977, the Senior Secondary Teachers' Course (SSTC) was introduced at Cicira. That was a one-year course offered to JSTC holders to train them for senior secondary school teaching. However, it was short-lived and was phased out in 1978. Admissions and examination certification were controlled by the former Department of Bantu Education in Pretoria.

In 1980 all teacher-training schools in Transkei offered the PTC programme. The entry requirement for this programme was a junior certificate. Between 1981 and 1982 a two-year bridging programme was offered by the University of Transkei (Unitra) for candidates holding a junior certificate or matric, enabling them to

register for the HPTC programme thereafter. The intention was to upgrade teacher education and optimally use the available services at Unitra.

The number of candidates for a PTC course, enrolled at the training schools, continued to grow from year to year. The course was aimed at giving student-teachers a thorough knowledge of the content of the various primary school subjects with a broad professional training that equipped them for work in the primary schools. It is interesting to note that a number of those who qualified returned to academic studies by enrolling as form IV (standard 9) students at high schools (Annual Report 1980:17). This means that students applied and were admitted to training schools or colleges without any particular interest in the teaching profession. In turn, this increased the number of students who obtained matric and it was not long before the entry requirement for teacher-training was consolidated as being a matric certificate.

On the other hand, the expansion of secondary education resulted in an acute shortage of qualified teachers for the senior secondary schools. The output of university-trained teachers was a mere trickle and was unlikely to solve the problem.

Consequently, the Transkei Department of Education decided that the curriculum of teacher education would be reinforced academically. This academic reinforcement would be attained by making teacher trainees do four, Year-I

degree courses during their training, thereby extending the duration of teacher training to three years in order to accommodate that academic enrichment.

The Transkei Education Department regarded teacher education as one of its priorities because, without the teacher, the operator of the system, the whole machinery of education would crumble. In line with the above, teacher education was removed from the control of the Department of Education and Training in Pretoria in 1977 and the Transkeian Government took full control. Student-teachers who were doing JSTC at Cicira and Maluti received bursaries of R100 per annum to enhance the training in order to meet the great need that existed at the time. The history of granting bursaries to student-teachers may, therefore, be traced to these early days. At this point the entry requirement had already risen to matric holders and more students were graduating from high schools.

Among the factors which contributed to the demand for teachers in Transkei were:

1. The increasing pupil/student participation rates in education as a result of educational aspirations of parents and their children, educational policies in keeping with the maxim of equality of educational provision, improved accessibility to schools in rural areas and the high population growth rate.
2. The demand for quality education.

3. Differentiated education which implied diversified school programmes and knowledge offered to pupils and thus requiring specialised teachers (Annual Report 1983:23).

The result of the demand for teachers was that the training colleges had to expand both in terms of duration and courses offered and the number of places available. It was against this background in 1984 that the first group of finalists of the newly introduced three-year post-matric pre-service teacher-education courses was produced. Teachers with low qualifications were gradually being phased out and others had to undergo in-service course programmes which were conducted by Unitra.

Some progress was made in 1983 when teacher education was modelled on the demands of the school system for which school teachers were in fact trained. One such demand was for teachers of specific qualifications, to alleviate the problem, not only of the poor quality of teachers but also of inappropriately placed teachers who would teach subjects they had not learned at school. Hence, stricter measures were adopted to select the right applicant for admission, taking cognisance of the subject areas in which there were often chronic shortages, such as Maths (Annual Report 1983:24). These measures came about with the affiliation of colleges of education to the University of Transkei in 1983.

The affiliation came soon after the former teacher training schools in Transkei were elevated in status to become tertiary institutions known as colleges of education,

with a view to modelling their structures (of the colleges of education) along those of universities as far as possible. The intention was to coordinate the programmes being offered at the various colleges themselves, and to ensure reasonable standards, uniform to all similar colleges. The principals and vice-principals were to be called rectors and vice-rectors, respectively. The teachers were to be called lecturers and senior lecturers. Furthermore, there was provision for the position of junior lecturers and tutors. There were also to be heads of departments. It was, therefore, possible that the ideal colleges of education in Transkei would progressively develop to a stage where they would utilise, without necessarily emulating totally, university procedures administratively, and professionally, move towards some form of autonomy.

To coordinate the programmes being offered at the various colleges, to maintain consistent and regular contact among colleges themselves and to ensure reasonable and uniform standards throughout colleges of the same kind, an Instrument of Affiliation was developed and instituted as an Act of Parliament (Unitra, 1983:1). Relevant officials of the Department of Education in Transkei, relevant personnel from the University of Transkei and rectors of colleges constituted the Affiliated Colleges Board (ACB). This followed recommendations by the Taylor Commission of 1979 which stressed that to be able to improve admission into teacher education programmes, valid selection procedures should be devised and implemented. The Commission further recommended that the Psychological Services Unit in the Ministry of Education be asked to help in this

regard (Taylor Commission Report, 1979). The Commission further recommended as follows :

Teachers' colleges be affiliated as separate institutions to the University of Transkei through the Faculty of Education. Each college would then become a full member of the Board of the Faculty of Education. Individual affiliation would enable each college, under guidance from the University, to preserve its autonomy and individually prescribed role in teacher education. It would continue to be financed through the Department; the University's role being that of validation (Taylor Commission, 1979:137).

The enrolment of student-teachers in the colleges across the region increased from 1807 in 1983 to 2605 in 1984. This represented a 44.16% increase over previous years. There was also an addition of 14 lecturers recruited for all colleges of education to cope with this increase in student enrolment. The application of teacher education norms, commonly used to determine academic staff increases in colleges in the rest of South Africa, would have required at least an addition of 66 college lecturers in 1984 due to the enrolment increase but this was not the case (Annual Report 1984:7). The crisis of admissions to colleges had already started although it was not as serious as it later became in the 1990s.

In 1986 hostels at the colleges were taken over by the Government to eliminate the problems of dual control by the three major stakeholders, that is, Unitra, the

Department of Education and the colleges. Student-teachers from Cicira College of Education registered with Unitra.

Student-teachers were thus exposed to direct university tuition. This, again, was another way of trying to improve the quality of teaching personnel, which was desperately needed.

By 1987 the problem of admissions had already manifested itself to such an extent that the Transkei Department of Education worked out a strategy to improve the system of admission to colleges of education. It was hoped that the envisaged strategy would ease the admission tension which hovered over colleges of education, particularly at the beginning of 1987. This strategy was explained in a speech by the Secretary of the Education Department as follows :

A large number of 1986, senior, secondary students compelled my Department to open a new teacher-education college in April 1987 at Lumko in the Lady Frere district. Two colleges are due to open in 1988, that is, Emfundisweni in Flagstaff and Clydesdale in Umzimkulu. My Department is engaged in a programme of improving and upgrading the colleges in a variety of ways (Annual Report 1987:4-5).

In 1988 the Transkei College of Education, which envisaged offering the Higher Diploma in Education, was under construction. The idea was to train teachers for the senior secondary school level. Due to uncontrollably high numbers of applicants

to colleges of education, an education master plan was prepared by the Transkei Department of Education to improve the quality and quantity of teaching personnel for primary schools, instead of more secondary schools.

Seven colleges, to accommodate 1000 student-teachers each, were to be built in phases. The actual locations would be based on equity and influenced by demographic factors, infrastructural facilities, supply of water, primary schools available in the vicinity for teaching practice purposes, staff housing accommodation and the contribution of the college project towards other relevant issues that were to be taken into consideration. Accordingly, Transkei was divided into seven educational grid zones, each of which would have a college (Annual Report 1989:35).

In 1990 the Transkei College of Education (referred to by the Education Secretary) was established adjacent to the Transkei In-Service Training (Trinset) College and Unitra. The Transkei College of Education (TCE), as it is named, began to offer a three-year Senior Secondary Teachers' Diploma (SSTD) and the College Higher Education Diploma (CHED), enabling the qualifying and capable students to get credit of eight degree courses, including two majors. That did not only help in providing teachers relevant to senior secondary schools but minimised dependence on expatriate teachers in certain disciplines (Director of Colleges, Statement of Policy 1990:12).

By 1995 there were 14 colleges of education falling within the ambit of the ACB offering Primary Teachers' Diploma (PTD) and Senior Teachers' Diploma (STD) courses. The total enrolment at all these colleges in 1993 was 9019.

In an interview with the former Director of Colleges in Transkei, it was understood that TCE inherited Course 2 and 3 student-teachers from Cicira College of Education. The reason behind this was that the Development Bank of South Africa, which funded the establishment of this College, was anxious to see the facilities used at the new college and Cicira was an old college with few resources and a large number of student-teachers. Nevertheless, the new college also inherited the traditions of Cicira College because all the problems at Cicira were transferred to TCE. These included over-enrolments, over-crowding in classrooms and in hostels and a high demand for admission to the College, particularly from candidates who were placed on a waiting list the previous year at Cicira.

The admission requirements for SSTD students were : Senior Certificate (school leaving) overall pass and two majors passed with a minimum of an "E" symbol on higher grade or a "D" symbol on standard grade. For CHED students, the overall pass was an exemption with two majors passed with a minimum of an "E" symbol on higher grade or a "D" symbol on standard grade.

In 1991 a circular was sent to all rectors, chief education specialists for regions, deputy chief education specialists and principals of senior secondary schools, laying out the procedure for applicants and admissions (Annual Report 1991:23). What

prompted this circular was the manner in which admissions were being carried out. In the same year (1991) most colleges were over-crowded, both in classrooms and the hostels. The reasons for this can be found in the 1991 Annual Report, thus :

Rectors say that this is due to pressure by parents and communities who want their matriculants to be absorbed somewhere. This has resulted in a number of problems amongst which indiscipline and the decline of standards (both academic and moral) have gained prominence (Annual Report 1991:25).

The following table shows enrolment statistics of student-teachers in the colleges of education in 1991. The table also gives information on over-enrolment and overcrowding at various colleges, except for one college, Butterworth.

TABLE 1.1 : ENROLMENT FIGURES IN COLLEGES OF EDUCATION
(1991)

COLLEGE	1991 ENROLMENT	COLLEGE CAPACITY	DIFFERENCE	% OVER- ENROLMENT
ARTHUR TSENGIWE	648	400	248	38.3
BENSONVALE	838	600	238	28.4
BETHEL	-	0	0	0
BUTTERWORTH	547	600	-53	-8.8
CLARKEBURY	786	600	186	23.7
CLYDESDALE	187	150	37	19.8
LUMKO	345	80	265	76.8
MALUTI	760	500	268	34.2
MFUNDISWENI	359	250	105	30.4
MOUNT ARTHUR	332	150	182	54.8
SHAWBURY	798	600	198	24.8
SIGCAU	348	500	-152	-43.7

Source : Annual Report 1991:25

The crisis of admissions is quite evident from Table 1.1. As observed above, this may have resulted from a rapid increase in matric certificate holders. Whatever the reason, some measures had to be taken in order to deal with this problem. In particular, the Department of Education requested college rectors not to admit more than one hundred (100) new students in 1992. The Lumko College Rector

was asked not to admit a single student. This was all an attempt to normalise the situation of over-admission.

In 1992 the Department realised that its attempt to normalise the process of admissions was not without difficulties. The quota of 100 which they had requested rector to adhere to did not accomplish the desired effect. Except for the TCE, facilities in other colleges were very poor. Buildings were dilapidated and the colleges were over-enrolled leading the Department to conclude that there was an urgent need to implement the Master Plan/Edplan (referred to above) for the provision of suitably qualified teachers in Transkei (Annual Report, 1992:22).

As explained above, in 1993 the process of bringing the 14 colleges of education on par with their counterparts in the rest of South Africa was undertaken through affiliation with the University of Transkei. Whilst the colleges of education offered teacher education to a reasonably high number of teacher trainees, very few of them achieved a good pass. Up to the time of writing, the problem of admissions to colleges of education continued.

1.2. ADMISSION TO COLLEGES OF EDUCATION

Kgware (1978:36) attributes the high demand for places at colleges of education to the general shortage of trained teachers. Kgware states :

... there is a general shortage of trained teachers; an alarming exodus of trained teachers from teaching to other more lucrative jobs; an insufficient number of recruits with required standards coming forward for training; an insufficient number of teacher training colleges; and a shortage of college staff.

Owing to the scarcity of alternative career options for matriculants in Transkei, the demand for places in colleges of education was far beyond available accommodation at the colleges, particularly with effect from 1990. The available places in each college constituted the quota for that college. Accordingly, admissions were based on a quota allocation system whereby each college was given a specific number of candidates to be admitted to the college in a given year. As such, a college would be violating its quota if it went beyond that number in admitting new students (Circular No. 3 of 1993). This number was decided by the Department of Education according to the availability of resources in each particular college. However, from 1990, there were thousands of candidates, some with matriculation exemption and others with school-leaving certificates, jostling for admission into both PTD and STD colleges.

For all these, and other reasons, colleges in Transkei were, for a number of years, inundated with applications for admission far beyond their capabilities and capacities. This was not only in terms of application forms, but physical bodies of people demanding admission.

The ACB recommended that both PTD and STD colleges admit students with matriculation exemption certificates as well as those with school-leaving certificates. Because of limited classroom and hostel accommodation, rectors were to make sure that both types of

students, that is, those who had been out of school for some years and those who had just completed standard 10, gained entry to colleges. The cut-off point in minimum qualifications for admission was aggregate “E” (standard grade) for both PTD and STD.

Candidates with full matriculation certificates stood a better chance of admission than those with school-leaving certificates in this situation. A minimum qualification for admission into the STD programme was an aggregate pass of “EES”, where the intended majors had been passed with “E” in the higher grade and “D” in the standard grade.

Students wishing to be admitted to a college of education in a given year would apply to the rector in writing and such letters of application would have to reach the rector not later than 31 May of the preceding year. If, by 31 July, no response had been received from the college, it was the responsibility of the applicant to follow-up the application. (Unitra, 1983:11). Prospective students who had received letters of admission and those who were not sure of their responses were advised to report to the respective college on the opening day to make the necessary enquiries regarding their applications (Unitra, 1983:12).

Rectors reserved the right to admit students on the college’s waiting list after the last day of the stipulated registration period. The waiting list had to be used since, in some cases, those candidates who had just completed standard 10 and had been provisionally admitted, did not qualify for entrance. Furthermore, some of those who had passed in the previous year might have decided on a different career, such as nursing. Despite the diversion of some applicants to other career options, there were still big crowds at colleges of education on opening days.

According to Departmental guidelines, students, guardians and parents were not supposed to involve the officials of the Transkei Department of Education or personnel of the University of Transkei when seeking admission to a college of education. College rectors were in full control of admissions and registration. Rectors were given guidelines so that registration did not last longer than one week, although, in fact, at some colleges it lasted for three months.

The guidelines given to colleges by the Transkei Department of Education stressed that teacher-training colleges should produce quality teachers who would guide and inspire the young to even higher achievements. However, the Department also recommended, in the guidelines for admission, that the desires of the local communities be considered when admissions were being conducted. There was clearly a conflict in these guidelines and such conflicts had the effect of causing problems for college authorities at the time of admissions and/or registration. It was not easy to balance the quest for producing quality teachers against the desires and wishes of local communities. This was evident at the college where, at the time of writing, the researcher was participating in the admissions process, where one would notice that applicants would be admitted without following the correct procedures like applying in August the previous year and getting a provisional admission letter if he/she was still doing Standard 10. Many factors contributed to this effect, where people such as chiefs and political figures expected to be given special attention.

1.3. **COLLEGES OF EDUCATION AS ORGANISATIONS**

Organisations are composed of individuals or groups of people whose aim is the achievement of goals through specialised and coordinated effort. Organisations occur because a single individual is unable to perform all the functions and activities necessary to achieve results. Arnold et al (1986:201) describe an organisation as a coordinated unit consisting of at least two people who function to achieve a common goal or a set of goals. Colleges of education have the goal of training prospective teachers to become good teachers of the future.

The performance of any organisation, small or large, is directly related to the quality of leadership. Good managers are not necessarily good leaders. To increase the performance of the organisation, it is obviously desirable that all managers should also be good leaders, which is why organisations seek and train people who are good managers and leaders. Turning managers into leaders so that they can become better managers is the underlying principle behind the study of leadership. Leadership can increase managerial effectiveness.

The Human Sciences Research Council (HSRC) defines educational management as the philosophy of decision making with meaningful educational and effective teaching as the ultimate objectives (HSRC, 1981:88). Bush, (1986:1) defines educational management as ... a field of study and practice concerned with the operation of educational organisations, while Sergiovanni (1983:73) defines it as the responsibility of organising the elements of productive enterprise, money, material and people for the realisation of educational ends.

Colleges of education are educational organisations where people are organised with the aim of realising the educational end which, in this case, is quality teachers.

According to Calitz (1987:42) an educational institution should, or need, not be viewed in the “industrial” manner. The educational organisation should, or need, not be viewed primarily as a breeding ground for the future needs of society’s technology but as a place where trainers are given the opportunity to examine existing practices, to learn, through rational and constructive criticism, to practice through genuine involvement. The latter approach is a purely educational management approach and concerns itself with educational ends, teachers and pupils. It is in this light that colleges of education are seen.

Calitz (1987:88) makes a clear distinction between general business management and educational management. Glatter (1987:85) says, ... the skills, the competence, the experience of business management cannot ... be transferred and to other organisations. Education is listed by Glatter (1987:46) as amongst those institutions to which one should not transfer and apply business management expertise. In terms of the colleges of education dealt with in this study, the application of management principles which are sensitive to the unique features of educational organisations would be useful in dealing with the problems of admission

1.3.1 Systems View of Colleges of Education as Organisations

An organisation may be seen as a system of inter-dependent parts that interact with one another and should interact with the broader environment within which it exists. In colleges of education one sees lecturers employing their expertise on imparting knowledge to the teacher-trainees while the organisational structure and policies serve as a basis for coordinating all their different activities. Each element in the organisation depends on all other elements of the organisation in order to function effectively. Colleges can then be seen as performing a transformation process on its students in order to achieve a high standard of output, that is, quality teachers.

Colleges of education, like all other organisations, do not operate in a vacuum. One has to take into account influential factors such as cultural differences, social, economic and political factors that come from the broader environment. For instance, in villages, chiefs give directives to their people which are obeyed. As a result they also expect the same in terms of admission of their children and/or relatives to colleges of education. Younger people are expected to respect the elderly villagers and comply with whatever they ask from them. This leads to elderly people expecting rectors to admit their children when requested to do so. The same applies to political affiliation. ANC members expect to be admitted to colleges of education where the majority of people are ANC members or, if the rector himself is an ANC member. All the above factors contradict the guidelines and procedures for admission to colleges of education and, as a result, can cause crises when, for

instance, a chief expects his child to be admitted without applying or to be admitted even though the admissions quota has already been reached for that year.

It is very important to ensure that in an organisation all parts are functioning correctly and as expected in order to realise the goal of that organisation. If all the parts unite and work together there is effectiveness and efficiency within the organisation. However, if one or more of these parts do not function well, malfunctioning occurs and the organisation could fail in its goals. The timeous identification of the problem is therefore very important in order to remedy the situation and return the organisation to a functional level.

The purpose of this study was to identify the source of the malfunctions of the colleges of education in Transkei.

Once the sources of the malfunctions in colleges of education were identified it would be possible to seek solutions to eliminate the malfunction.

1.3.2 Organisational Control and Selection ✦

The aim of organisational control is to ensure that rules are obeyed and orders are followed. In colleges of education in Transkei, guidelines for admission were set. If those guidelines were obeyed and the procedures followed, the organisational control would have been effective in the selection of the best applicants. The degree to which an organisation selects its participants affects its central needs in terms of

the amount of resources and efforts it must invest to maintain the desired level of control in view of its goals. Means of control are used in all organisations, even in colleges of education, to enforce norms which set the standards of performance.

Sergiovanni (1980:106) explains that organisations control the actions of individuals within them by making and enforcing policies. Organisations differ markedly in the pervasiveness of norms they attempt to set and enforce. For example, in colleges of education, some rectors were very passive in enforcing guidelines and procedures which were set by their authorities, hence the admission crisis.

1.3.3 Bureaucratic Type of Organisation

According to Marx Weber's bureaucratic type of organisation, this is the most efficient in terms of speed and achievement of organisational goals. This is because this ideal type has the following features :

1. Hierarchy of relationships - hierarchy of relations starts from top to bottom, which means that communication flows are very clear. There is no distortion between those below and those above. There is no confusion. Everyone knows where to get what.
2. There is division of labour based on functional specialisation. This means that all employees in the organisation have specific functions and

accountability thereby eliminating confusion and conflict. This raises people's expertise and promotes greater efficiency.

3. There is impersonality of relationships. This means that relationships within the organisation are conducted without regard to social status, cultural or personal factors and everyone in contact with the organisation is treated equally.
4. There are rules and regulations governing the conduct of employees and employers, of which everyone within the organisation is aware. There is transparency in terms of what is expected of everyone within the organisation. This ensures that conflicts do not rise.
5. There are goals to be achieved. All the above are implemented in order to realise those goals.
6. There are categories of members such as permanent, casual and temporary. This membership is based on predetermined requirements or criteria. These are formulated by the organisation before one joins the organisation.
7. Employment forms a career. The most important for Weber is that an authority is not based on an individual but on an impersonal set of rules and laws such as the Constitution (in contrast to traditional or charismatic bases).

This ensures routine and continuity. For Weber all these have to enhance efficiency in terms of the rules and laws that apply.

The problem with Weber's type of organisation is that in reality no organisation works like that. In order to be efficient one has to know all the rules beforehand. Rules cannot anticipate what is going to arise. This is, therefore, passing the buck. Because people do things over and over again, they get used to doing them and this becomes boring. This type of organisation discourages assertiveness because people have to comply with the rules and laws of the organisation. It also inhibits creativity and use of initiative in dealing with organisational issues. Thus :

Bureaucracy develops the more perfectly, the more completely, it succeeds in eliminating (from) official business, love, hatred and all purely personal, irrational and emotional elements which escape calculation (Morphet et al 1982 : 74-75).

To some degree this type of organisational structure, colleges of education needed and still need to combat nepotism that existed and fuelled the admission crisis in colleges of education in Transkei. If one looks at the influential factors such as cultural differences, political, social and many others explained earlier on, that aggravated problems experienced by colleges of education, one will to some extent notice that the bureaucratic structure can be helpful in terms of being impartial, by allowing administrators to follow rules and laws when conducting admissions. For example, this can be done by making sure that one sticks to those rules and

regulations and not take into account factors such as that the Premier is better than the headman, therefore, one can admit his child outside the rules and regulations of that college. While there is a necessity to adhere to such rules and regulations, however, one needs to be sensitive to the realities of the situation.

1.3.4 Leadership Styles

Formerly, leadership styles were visualised along a continuum of autocratic and *laissez-faire* styles, with democratic styles in the middle. The first style is characterised by a leader who is directive, provides specific instructions and sets goals alone. This leadership style results in coercion, threats, acts of confrontation and consequently, no working together for collective benefit. The *laissez-faire* style, on the other hand, is characterised by an absence of the organisation's mission, abdication and, often, disengagement. This style results in a continuous series of conflicts among competing factors and, consequently, has less or nothing to offer. The third leader would prefer a democratic style where there is flexibility. But this style needs a leader with exceptional leadership skills who relies mostly on non-coercive sources of power such as persuasion, reason and rewards.

The democratic style stands as a compromise between the autocratic and *laissez-faire* leadership styles. An effective leader is one who uses both the autocratic and democratic styles or who will always strike a balance between the two. Democratic leadership alone is not perfect especially during periods where a fast decision has to be taken.

According to Owens (1995 : 126), leadership is transforming. The advantage of transforming leadership is that it is a relationship of mutual stimulation and evaluation that converts followers into leaders and may convert leaders into morale agents. This can be noticed in the form of progression which states that :

1. At the lowest level of functioning is the poor compliance of followers, which is not leadership at all.
2. At the entry level of leadership is transactional leadership where followers and leaders bargain with each other to establish a contract together.
3. At a higher level of leadership, leaders and followers mutually engage in common causes, shared aspirations and values.
4. At the highest level is moral leadership which demands moral stimuli such as a shared mission, a sense of mutually shared covenant of shared values interwoven with the daily life of ordinary people so as to inspire new and higher levels of involvement.

It is the researcher's perception that colleges of education were still at the second level of progression at the time of writing, where the rectors were still at the entry level of leadership which is transactional leadership and other stakeholders were bargaining with him. It is hoped that with time rectors would step up to the third and fourth levels of leadership.

According to Gorton (1980:64) a leader is an individual in a group given a task of directing and co-ordinating task-relevant group activities. Within the context of teacher training colleges, leadership is characterised by a relationship between the leader or the rector on one hand, and lecturers, students and community members on the other. This relationship involves power, vision and influence. A combination of factors such as his popularity, his ethnic group, how he was appointed, his political affiliation and many others, determine the rector's success or failure in discharging his/her duties. The higher the source of power or authority, the higher the possibility of success.

In 1986, President Bill Clinton, of the United States of America, defined effective leaders as those having a vision of what they want their institutions to be. Taking a leaf from this definition, educational institutions, particularly colleges of education, need to translate their visions into goals for their colleges and expectations of their lecturers. Further, colleges need to create educational climates that support their goals and set up mechanisms to monitor progress towards the attainment of such goals.

Bifano (1989:76) describes effective rectors as resourceful people who like to take charge and work with others to pro-actively solve problems. In essence, an effective leader, according to Sergiovanni (1983), ought to have value added leadership skills such as delegation, flexibility, conflict-management, co-operation, persuasion and many others in order to cope with the many contingencies of the job.

Leadership theories suggest that effective leadership requires one to adjust his/her style to fit different situations. These theories include the “path goal” theory and most contingency theories such as Theron and Bothma’s contingency models based on Fiedler’s contingency theory and Theron and Bothma’s cognitive resource theory. The “path goal” leadership theory explains how leaders influence their subordinates’ perceptions of work goals, personal goals and paths to goal attainment. According to this theory, an effective leader tends to enhance the acceptance and motivation levels of his/her subordinates. A direct leader gives specific directions and expects the subordinates to follow the rules and procedures. While achievement oriented leadership sets goals, emphasises excellence and seeks performance improvement, on the other hand a supportive leader displays concern for the well-being of subordinates and creates a friendly atmosphere amongst members. Participative leadership calls for consultation with subordinates, using their ideas before any decision making takes place.

Literature indicates that there is no type of leadership which is superior to the other. Ideally, an effective leader should vary his/her leadership behaviour to match the situation. This means that an effective leader is adaptable and does not rigidly adhere to the same behaviour all the time. However, in the new democratic South Africa (post 1994) participative leadership is the most desired since everybody wants to be involved in the decision making process. Although participative leadership is good in the sense that participants become committed to decisions made, it tends to be time-consuming, especially when urgent matters need to be addressed, such as was the case at admissions in the colleges of education at issue.

1.3.5 **The Rector : Autocrat or Democrat**

Cawood (1973:108) distinguishes between various types of rectors - those eager for inspection, democratic, co-operative, scientific instructional leaders and rectors who want creative work from their staff. Cawood (1973) is of the opinion that rectors cannot be classified in absolute categories.

Rectors with an authoritarian point of view proceed on the principle that only they are able to manage college matters effectively. This represses trust, initiative and teamwork. When this occurs ... professional growth is arrested and retarded and the growth of a college as an educational community is impeded (Basset et al 1967:34).

The democratic or co-operative rector's point of departure is co-operation. He works with all the stakeholders to attain objectives accepted collectively by them; he is sensitive to individual differences in the group; he encourages the group to be involved in the determination of the policy and encourages each stakeholder to play a part in the general operation of the college (Basset et al 1967:37).

Although the latter style will always be the better style, the rector must guard against hiding his/her inability to make decisions himself/herself behind a smoke screen of democracy. This could cause his/her staff to lose faith in his/her leadership, as a result of which his/her status/authority would suffer.

It is logical that if a rector wants to be successful, he/she will not only be familiar

with the different styles of management but will know his/her human behavioural element and be able to sum up situations like the admission crisis so that he/she will always employ the most appropriate style of management, whether it is prescriptive, persuasive, participative or delegationary.

It is evident that a rector would have to be super-human to satisfy all the demands made upon him by instructional leadership in such a broad sense. Consequently, he/she has to delegate certain duties to his/her staff and transfer some of his/her authority to subordinates. This is participative leadership. The purpose of delegation is, *inter alia*, to utilise the talents of subordinates in a fundamental and relevant sense; to train them in service by developing their sense of responsibility, spirit of enterprise, insight, good human relations, and organisational ability; to mould good successors in good time; to create a spirit of unity and a feeling of security which will lead to self-realisation and career satisfaction. The principle focuses on getting things done through others.

Final responsibility, however, may never be delegated. Delegation is not a transfer of authority but a correlation of authority and responsibility (Badenhorst 1987 : 104). In addition, there must be constant meticulous controls. The rector who wants to do his/her position justice must design a system by means of controlled delegations, to involve every member of his/her staff. At the same time, the rector must avoid poor planning by overloading people with educational tasks as this will make delegation ineffective.

1.4. THE ADMISSIONS CRISIS

After working at a teacher training college for five years as a lecturer in School Organisation and as Head of the Department, the present researcher came to doubt the effectiveness of the admissions process in the colleges of education as well as the policies upon which admissions were based. In particular, one major cause for concern related to the unmanageably high numbers of teacher trainees enrolling in colleges of education. Table 1.2 shows the failure of colleges to abide by the stipulated enrolment figures.

TABLE 1.2 : ENROLMENT QUOTAS COMPARED WITH ACTUAL ENROLMENTS FOR THE YEARS 1993 TO 1994

COLLEGE	QUOTA FOR YEAR I	1993 : YEAR I		1994 : YEAR I	
	EXPECTED	ACTUAL	DIFFERENCE	ACTUAL	DIFFERENCE
ARTHUR TSENGIWE	133	324	192	60	-73
BENSONVALE	162	412	250	225	63
BETHEL	150	192	42	67	-83
BUTTERWORTH	220	176	44	255	35
CICIRA	200	219	19	229	29
CLARKEBURY	162	175	13	266	104
CLYDESDALE	89	79	-10	101	12
LUMKO	81	373	292	205	124
MALUTI	162	290	128	332	170
MOUNT ARTHUR	200	128	-72	162	-38
MFUNDISWENI	162	187	25	294	132
SHAWBURY	81	204	123	280	199
SIGCAU	133	149	16	159	26
TRANSKEI	333	319	-14	413	80

Source : Transkei Department of Education, Annual Reports 1993 and 1994.

The recommended enrolments (i.e. quota allocations) were based on the capacities of the colleges, in terms of personnel and facilities. The above table shows that, invariably, all the colleges exceeded the prescribed quotas, mainly due to pressure from applicants for places in the respective colleges. In particular, 1992 saw extreme incidents of over-enrolments during which time the quotas were greatly exceeded in colleges such as Butterworth, a college that did not experience any problems in 1991, Clydesdale, Mount Arthur and Transkei. As a result of these over-enrolments, these colleges had to admit lower numbers in 1993 in order to compensate for the problems of the previous year. This was done in order to ensure that the material, physical and human resources of the colleges could cope with the student numbers. The same pattern of over-enrolment was witnessed in 1993. Student quotas were greatly exceeded in some colleges, notably, Arthur Tsengwiwe and Bethel. These colleges also had to admit lower numbers of students the following year.

The crises experienced in the colleges of education during the period of registration of new students was symptomatic of a serious crisis in the admissions process, generally, in Transkei. During the period of registration, students who had not been officially admitted and who came to follow-up applications, forcefully entered classrooms, disturbing classes in progress. Parents and students staged sit-ins in the offices and classrooms demanding admission and disturbing classes to the extent of subjecting certain individuals, especially rectors and lecturers, to physical and verbal harassment as well as intimidation. Such parents and students usually moved from one college to another, trying to influence admission into the colleges. In this way, almost all colleges of education in Transkei were affected.

One of the direct results of Government colleges' lack of capacity to admit more students was the advent of the so called, "unauthorised" community colleges, in 1992. Parents and students who were disappointed by Government established colleges ran their own "colleges of education" without the required Departmental approval, as was the case with Kuyasa and Ezibeleni "Colleges" in Mount Frere and Ezibeleni, respectively. Communities were aware that they were part and parcel of the stakeholders of education and, at some colleges, the communities concerned argued that their children had a right to be admitted to their home college. As a result, large numbers were admitted at Kuyasa and Ezibeleni "Colleges" with students from the respective areas, namely Mount Frere and Ezibeleni.

These "colleges" led to great losses, in money and time, as well as untold misery on the part of the parents and students who responded to their advertisements for admission and later realised that these "colleges" lacked the required accreditation status to grant the qualifications the students needed. The Department managed to stop Kuyasa "College" from training teachers without its approval. The Kuyasa and Ezibeleni "Colleges" closed down and their students were distributed amongst Governmental colleges (Annual Report 1992:23). This increased the numbers admitted to Government colleges, leading to large student/lecturer ratios.

The re-location of students from Kuyasa and Ezibeleni "Colleges" limited the number of direct entry admissions to colleges of education because this meant that there were already students allocated by the Department from Kuyasa and Ezibeleni "Colleges". These were over and above those yet to be admitted by the rectors. This, on its own, made the 1993 year one of the worst years in respect of the admissions process in Transkei. Prospective

students could not understand why colleges were admitting smaller numbers of candidates. They were not aware that there were candidates already admitted from Kuyasa and Ezibeleni “Colleges”. For instance, at Shawbury College of Education, the Rector was directed to admit only 50 candidates in 1994 because of over-enrolments in the second and third years. However, because of pressure from the community, the Rector finally admitted 60 candidates, giving a total of 280 first year students.

The South African National Civic Organisation (SANCO) of the local town, Qumbu, presented their need for more admissions to the Department. When the Department failed to convince the SANCO of their College’s inability to admit more students, SANCO proceeded to the then Head of State where they obtained the permission they sought. The Rector of their College was given approval to admit an additional 220 candidates with eight additional lecturers who were to be paid by the Department of Education.

This action greatly intimidated the Rector who was seen by the community, through SANCO, as somebody who denied the community’s children the right to get the education they deserved in their home area. The local community proceeded to demand that he leave the College immediately, which he subsequently did. Upon his departure in February 1994, the College admitted 280 students in the first year, although its actual quota allocation was 81. This number included the 60 candidates initially admitted by the Rector and the 220 admitted through the actions of SANCO. This was clearly an over-enrolment.

The colleges’ problems did not stop with over-enrolment. The admission and registration process involving the 220 students took five months to complete. The candidates were

registered as students of the College in May when other Course 1 students were already writing their mid-year examinations. The new students started receiving tuition in August but had gone out for home teaching in July without any prior demonstration of teaching from lecturers. They had no half-year mark but at the end of that academic year they demanded passes, which most of them received.

Because of the large number of student teachers that were admitted, more lecturers had to be appointed. The eight additional lecturers promised by the Department were sent to the College late in the year, by which time pensioners had been employed to teach the new students. The pensioners were paid by the Department until the end of the year. The new students paid their tuition fees privately, as was earlier agreed upon, and did not receive a Government bursary. However, later during the year, the new students demanded a refund of their tuition fees. The new Rector was unable to accede to this demand as the money had already been utilised in running the College. This angered the students because they could not understand why their funds were utilised while other student-teachers had not paid anything. This problem not only ended up with admissions and registration but extended to goals not being realised. Obviously, students who were only taught for six months instead of twelve months and yet passed cannot be expected to be of the same quality as those who studied for the required period.

At some colleges, students simply attended classes even though they had never been admitted. This was the case at Lumko College in 1991 where there were more than 600 students doing Course I. This was in violation of the quota of 81 new students for this College, and made it extremely difficult to conduct the academic programmes effectively.

Students at Lumko College decided to attend classes although they had not been officially admitted. They negotiated with the Government while already attending classes, until they were formally admitted and given bursaries. In 1992 no students were admitted to Lumko College of Education because of over-enrolment in the previous year.

There were allegations that lecturers contributed to the crisis as some colleges sold admission places to prospective students who, in desperation, paid bribes to lecturers so as to gain admission to those colleges. There were also allegations that rectors were practising nepotism. Such allegations were, for instance, levelled against Clarkebury College of Education in January 1994. The Rector had, by this time, concluded admissions for 1994 but the community insisted that the Rector had admitted mostly his relatives and students that came from his home area. The community, particularly the Chief of the area, thus declared the admissions null and void and demanded that students from the Ngubengcuka area (the Chief's area) also be admitted to the College. Negotiations led to a compromise whereby candidates from the Ngubengcuba area were also admitted, thereby exceeding the permitted quota for the year by 104 students. This is one example of how the different aspects of the environment worked to create conflicting constituencies, invariably making colleges ungovernable.

There were other problems experienced in colleges, such as Maluti. In this College, the problem took on ethnic dimensions as the community did not understand why their own children were not being admitted to their home College. They expected to see only Sesotho speaking students at the College but there were students from other language groups and a similar expectation was also held with regard to lecturers, who were all expected to

be local residents. Because of these problems admissions were finalised very late in the 1993 year and, consequently, teaching started very late.

Elsewhere in South Africa, different colleges of education were faced with similar admissions crises. A major problem confronting all colleges was the high number of applicants. Typically, colleges would receive between 2 000 - 15 000 applications but were only able to admit between 200 - 350 students. The table below illustrates the large numbers of students who applied for places in each province in 1995, the percentage of applicants admitted and the total number of students actually admitted (Hall et al 1996:53).

TABLE 1.3 : APPLICATIONS FOR PLACES - JANUARY 1995 INTAKE FOR THE 9 PROVINCES IN SOUTH AFRICA

(Based on returns from 79 colleges)

PROVINCE	NUMBER OF APPLICANTS	% OF GRAND TOTAL	NUMBER ADMITTED	% ADMITTED
EASTERN CAPE	66 600	18.0	3 757	5.6
FREE STATE	19 700	5.3	2 829	14.3
GAUTENG	41 800	11.3	1 980	4.7
KWA-ZULU NATAL	105 700	28.6	4 947	4.7
MPUMALANGA	18 600	5.0	1 145	6.2
NORTH WEST	15 300	4.1	2 127	13.5
NORTHERN	85 700	23.2	6 487	7.6
NORTHERN CAPE	4 300	1.2	546	12.7
WESTERN CAPE	12 450	3.4	1 454	11.7
GRAND TOTAL	370 150	100	25 272	6.7

Source : Hall et al (1996 : 53)

Table 1.3 above shows that almost all colleges of education in South Africa as a whole, experienced problems in terms of applications for places and as a result admission to to such colleges. This was evident in KwaZulu-Natal where they had the highest number of applicants but also had the smallest number of applicants admitted. According to the table, the Northern Province had the second highest number of applicants but still had a very low number of applicants admitted. It was rather surprising to note that the Eastern Cape Province had the third highest number of applicants but also had the second lowest number of those admitted to colleges of education. The Northern Cape had the smallest number of applicants but had a slightly higher percentage of those admitted compared with the above Provinces. It is, therefore, evident that the Eastern Cape Province was not the only Province that experienced admission problems in colleges of education.

1.5. STATEMENT OF THE PROBLEM

The purpose of this study was to determine factors relating to the observed forced entry and sit-ins at times of registration at colleges of education in Transkei in 1995.

Specifically, this study sought to answer the following questions :

- 1.5.1 To what extent did discrepancies between admission guidelines and practices in admissions to colleges of education lead to admission problems as perceived by rectors, applicants, lecturing staff and communities in which the colleges were located?
- 1.5.2 To what extent did the applicants' perceived right to demand access to Government colleges of education contribute to the observed admissions crisis?
- 1.5.3 To what extent did the communities' perceived right to demand access to Government colleges of education contribute to the observed admissions crisis during the study period (i.e. from 1990-1995)?
- 1.5.4 To what extent did automatic bursary allocation to student-teachers affect the demand for admission to colleges of education in Transkei?
- 1.5.5 To what extent did the perception of teaching as an easier career option, compared with other careers, contribute to the admissions crisis in colleges of education?

- 1.5.6 To what extent did factors such as nepotism, ethnicity, bribery, mis-interpretation of policies and guidelines contribute to the admissions crisis in colleges of education?
- 1.5.7 To what extent did political developments in South Africa influence the admissions crisis in colleges of education in Transkei?
- 1.5.8 To what extent did the admission guidelines contradict themselves, as stated?

1.6. **SIGNIFICANCE OF THE STUDY**

For purposes of national development, certain matters need to be addressed including human resource development. Well planned and well executed human resource development programmes should lead to productive people, such as highly skilled farmers, well trained health officials and many others. Developed countries already possess educated manpower in large numbers, sound health conditions, highly developed infrastructure and much more. This is what South Africa needs. However, these things can only be realised if there exists a highly developed education system to provide the necessary highly skilled human resources, with a wide range of skills and knowledge. For a country to meet its human resource requirements, there must be a viable education system with teachers of high calibre in sufficient numbers.

It is, therefore, important to be able to determine factors related to observed problems in admissions and registration of new students so that teaching programmes can begin as

planned. Once programmes have started it is important that they run smoothly. Disruptions to teaching and learning cause tension to both lecturers and students, resulting in an atmosphere that is not conducive to teaching and learning. This makes teacher education in colleges a costly exercise with its effectiveness seriously jeopardised.

This study was conducted to determine problems related to admission in registration to colleges of education in Transkei in 1995. The aim was to determine the extent to which certain selected assumed factors were valid in order to derive conclusions leading to recommendations to address these problems.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In order to create a theoretical basis for this study, it is important to review the major dimensions of the problem of student admissions and registration. These were identified as:

- (a) the changing political landscape,
- (b) demands of a changing population, and
- (c) the importance of teacher education as preparation for work.

2.2 THE CHANGING POLITICAL LANDSCAPE

2.2.1 Introduction

The education and training system under apartheid was characterised by three key features. Firstly, the system was fragmented along racial and ethnic lines and saturated with the racial ideology and educational doctrines of apartheid.

Secondly, there was a total lack of or unequal access to education and training at all levels of the system. Vast disparities existed between black and white education provisions and large numbers of people, particularly adults, out of school youth and children, had little or no access to education and training. Thirdly, there was a lack of democratic control within the education and training system. Students, teachers,

parents and workers were excluded from decision-making processes in the country, particularly in the education system.

In their model, Murphy and Hallinger (1990) expressed concern at the change caused by politics :

Sweeping across the landscape at the same time are increasingly blustery political winds. Deep-rooted political values are receiving new attention. The notion of grassroots democracy and public participation in the organisations set up to serve them are enjoying renewed interest throughout the country. Models of organisation and governance which legitimise constituents' voices are becoming increasingly popular in policy circles (Murphy and Hallinger 1990 : 102).

This continues to be the case in South Africa in the 1990s. Political change has had an effect on almost all facets of social life in the country. Many people want to democratise everything, even at the level of implementation of specific policies and procedures, such as admissions and registration in colleges of education. The tension that results from legitimate concerns to be inclusive of those voices formerly excluded, and the need to conduct the work for which organisations were created, needs effective management. In the colleges of education at issue here, this tension resulted in crises at times.

2.2.2 The Historical Perspective 1948 - 1995

2.2.2.1 Rise of the Nationalist Party and its Segregationist Policies on Education

The Nationalist Party, the champion of Afrikaner nationalism, came to power in South Africa in 1948. Soon after it had taken office, in January 1949, a Commission on Native Education, under the Chairmanship of Dr W M M Eislen, was appointed to formulate principles and aims of education for natives (blacks) as an independent race. The Commission submitted its report in 1951. It proved to be one of the most important and controversial documents on education ever to be produced in South Africa. One of the Commission's recommendations was the establishment of a separate education system for blacks, to be controlled by black people themselves, but still falling under the central Government. The Eislen Commission also deplored the dissatisfaction with standard VI as an entrance qualification to the teacher training institutions.

Following the Commission's recommendations, the training of teachers was split into a bewildering number of different agencies without any planning. The State's neglect to plan and direct the development of teacher training institutions led to a controversial situation, clearly illustrated and cited by Ngubentombi (1984 : 67) in the following :

(a) The size and composition of teacher training institutions varied considerably. Some were very large and consisted of primary, secondary, industrial and teacher-training schools with large hostels.

The next major step in the constitutional development of the Transkei was provided by the appointment of the Commission for the Socio-Economic Development of the Bantu Areas within the Union of South Africa under the Chairmanship of Professor F R Tomlinson. In respect of education, the Tomlinson Commission recommended that :

- (a) The 'Bantu' should be actively engaged in their education and should not play a passive role.
- (b) The school should be there to serve the community.
- (c) Every teacher should acquaint himself with the plans for the development of his area and regularly communicate the meaning and contents of the plans to his pupils in order to influence them to adopt the correct attitude and make them favourably disposed towards such schemes. (Tomlinson Commission Report, 1955).

The recommendation of both Commissions had far reaching effects on the provision of education for blacks in South Africa and in Transkei, particularly as seen in the following developments.

2.2.2.2 The Transkei Self-Government and Separate Education Department

The second half of the first decade of the Nationalist regime in South Africa was a period of political turbulence. As a result of the escalation of racial tension in South Africa, (which had implications in the wider world, particularly at the United Nations) a redefinition and modification of the policies of apartheid by the Nationalist Government was effected. In 1959 the so-called, 'negative' apartheid collapsed as a result of internal and external pressures. The 'positive' apartheid and the Promotion of Bantu Self-Government Act was promulgated according to which limited powers of self-government were to be granted to the areas designated for African occupation, as a prelude to eventual "independence" (Transkei Government, 1964).

In 1963 Transkei attained self-government. The birth of a separate and semi-autonomous Department of Education for Transkei was a milestone in the development of education in Transkei. The first Transkei Minister of Education remarked in the Legislative Assembly on 20 May 1964 :

This new era presents this Assembly and the people of the Transkei with a challenge and an opportunity to shape the destiny of our country. History is now being made ... (Transkei Government, Debates of the Legislative Assembly, 20 May 1964 : 88).

The Minister of Education indicated that his Department would not introduce changes hurriedly and without proper planning.

Soon after its inception, the Transkei Government appointed a Select Committee with a mandate to study the recommendations of the Commission of Inquiry into the Teaching of the Official Languages and the use of the Mother-Tongue as a Medium of Instruction in Transkeian Primary Schools. The Committee adopted the recommendations of the Cingo Commission (as it was called) and soon thereafter, a Departmental circular to all school principals was issued on 28 July, 1964. According to this circular : Instruction through the mother-tongue would be retained in all classes up to and including standard II (Transkei Government, 1964).

Regarding the educational significance of the mother-tongue as a medium of instruction, the Kakana Ntusi Nkunku (KNN) Commission (1973:84), appointed to inquire into the standard of education in the Transkei, reported as follows :

The child learns best in its own mother-tongue. Addressed in his own mother-tongue, he hears better, he understands better, he learns better and achieves better (KNN Commission, 1973 : 84).

The use of mother-tongue as a medium of instruction was a way of motivating pupils to go to school. Indeed, it would appear that parents and

children were encouraged by this development, leading to larger numbers of pupils in the primary schools. That, of course, resulted in a teacher shortage because more pupils attended school since their mother-tongue was used as a medium of instruction. Consequently, in the next decade, that is, the 1980s, more pupils were doing secondary education and by 1990 most of them had passed matric. The result of the use of mother-tongue became noticeable when there was an over-production of high school graduates which eventually led to admission problems in colleges of education in the Transkei.

Another change which was introduced shortly after the inception of Transkei self-government and which marked a further shift from the Bantu education system came about in 1965, in terms of Act No. 2 of 1964, when the school boards were abolished in Transkei. With the abolition of school boards and the community school system, all teachers became Departmental employees and all the functions of school boards, with regard to the appointment of teachers, their transfers, dismissals, enquiries in cases of misconduct and payment of their salaries were taken over by the former Department of Native Affairs.

The ever increasing enrolment figures of pupils in the junior secondary schools led to the introduction of a new Junior Secondary Teachers' Course which was started at Lovedale Teacher Training School in Alice, Ciskei, and at Cicira Training School near Umtata, in a desperate effort to

solve the problem of an acute shortage of teachers in the secondary schools. However, teachers trained at these institutions were made to teach at senior secondary level despite having being trained to teach junior secondary pupils.

It is quite clear that during the period of “homeland” government, the Transkei Education Department did not take over full control and administration of teacher education from the outset. It is commendable that the Department decided not to venture into this important and most vital area without proper planning. This only came about with the creation, in 1965, of a Teacher Training Planning Council whose task was to plan the quota of student-teachers at the different training schools. The Council further investigated new methods of instruction and decided on new courses to be followed in Transkei.

The KNN Report (1973) observed that the pupil/teacher ratio was above the level recommended by the Cingo Commission in 1962. Other findings of the KNN Commission, especially those which related to the preparation and provision of teachers, were as follows :

- (a) The training of teachers was unsatisfactory and a closer check had to be made on teacher training and in-service training.

- (b) There were few brilliant teachers but many were indifferent and not dedicated because of the selection procedures used.
- (c) There was a shortage of teachers generally and this resulted in unmanageably high pupil/teacher ratios, especially in the primary schools, and heavy teaching loads.
- (d) Teachers lacked confidence in themselves and many could not cope with the rapid changes in education (KNN Commission 1973:97).

In a preamble to its recommendations, The Commission remarked that the key component in the whole education system was the training of teachers. The Commission further stated that teachers required specialised training in the art of teaching, an art that was continually changing. The Commission concluded, from a study of evidence submitted, that :

- There is a need for an enlarged teaching force.
- There is a need for quality.
- There is a need for a flexible teaching force capable of teaching in any sector of education, as the need arises for general and specialist teachers.
- There should be ample facilities for specialist training. Research should continually be focused on problems that arise (KNN Commission Report, 1973:96).

2.2.2.3 Transkei Independence Era

On 26 October 1976, Transkei attained political independence and was declared a Republic. The borders of Transkei then also included two additional districts, namely, Herschel and Glen Grey, which also added two teacher training colleges, Bensonvale and Mount Arthur, respectively. The problem of teacher shortage still remained prominent.

Four years after the attainment of independence, there was a serious problem that had been identified in teacher education by the KNN Commission, that is, there was an obvious state of inaction in Transkei.

As explained below, this phenomenon could be attributed to problems of dual control of teacher education. The administrative side of teacher education, including admissions, was in the hands of the 'homeland' Government Department of Education while all professional matters, including the determination and provision of curricula, were the sole responsibility of the South African Department of Education and Training.

It was only in 1980 that teacher education reforms were introduced and since then, teacher education in Transkei has been in an unstable situation in terms of student admissions and registration. Towards the close of the 1980s, the policy of educational encouragement bore fruit because a large number of high school graduates were seeking admission to the colleges of education in Transkei. That was when the "admissions crisis" being investigated in this study began to rear its ugly head.

As mentioned earlier, in 1983 teacher training institutions were affiliated to the University of Transkei. Accordingly, syllabi, examinations and certification were left in the care of the Affiliated Colleges Board while, on the other hand, the recruitment of teachers, admission of students and control of hostels were the concerns of the Transkei Department of Education (Circular No. 3 of 1983). This division of control may have given rise to some of the problems experienced by the colleges after 1983, given that the academic life of the colleges was under the jurisdiction of the University of Transkei, while the administration remained under the Transkei Department of Education. Without clear role definition between the two governing bodies (as it would appear to have been the case) conflicts of interest were almost inevitable.

The ACB had its own admission guidelines, emphasising academic requirements for entry. The Transkei Department of Education also issued its own guidelines. According to Circular No. 3 of 1983, it focused more on the administrative procedures to be followed in admitting students than on academic requirements. However, the two sets of admission guidelines had overlapping areas and inconsistencies which led to admission problems.

2.3 DEMANDS OF A CHANGING POPULATION

2.3.1 The Right to Education

Referring to the American situation, Murphy and Hallinger (1990) observed that the number of students, for whom schools have historically been the least successful, are increasing - the linguistically different, low income, racial and ethnic minorities. This is, of course, the situation in America where blacks are a minority group and the whites have been the historically advantaged group. Within the South African context, however, the reverse has been the case in that the minority had been at an advantage and it was the majority's aspirations that were dominating policy and discourse in the process of change in education in 1994.

The development of education in the twentieth century has moved from regarding universal education mainly as a privilege of societies to accepting it as a right of the individual. Reviewing education during the twentieth century, UNESCO (1966:903) observed as follows :

Universal education sprang from the need of industrial society for a literate population and the conviction in the countries committed to democratic principles and representative government that an informed citizenry was essential to the functioning of that system.

People have moved from considering education policy mainly in terms of the needs of a given society at a particular stage of its development, to the generally accepted view that it is the inherent right of every individual to have his or her talents developed. This is a significant step forward, and countries which acknowledge this right, particularly those not yet industrialised, have found their natural resources strained to the utmost during the past two decades.

The 1948 Universal Declaration of Human Rights states that Everyone has a right to education. Education shall be directed to full development of the human personality (Fawcett 1964:17). Most nations of the world have accepted the implementation of this article as part of their national policies and are actively working towards fulfilling it. It is quite clear that in so doing they will organise more and more schools, given that schools remain a key instrument in educating the vast majority of the world's peoples.

Within the South African context, the White Paper on Education and Training (1995:40), Section 32 expresses the right to education on these terms :

Every person shall have the right :

- (a) to basic education and to equal access to educational institutions;
- (b) to instruction in the language of his or her choice, where this is reasonably practicable; and

- (c) to establish, where practicable, education institutions based on a common culture, language or religion, provided that there shall be no discrimination on the ground of race.

Clearly, the economic requirements as well as the moral and political rights to education and the Government's obligation to provide for the same were bound to create problems in a South Africa where the majority had been denied these rights for a long time. Government policy on education in general and teacher education in particular would take time to change in reality. At the time of writing, the problems of admissions to colleges of education in Transkei were escalating.

2.3.2 The Demand for Teachers

During the last 30 years, there has been a continuous growth in the training sector of black teachers in South Africa. The number of teacher training colleges catering for black students has increased from 45 in 1960 to 72 in 1990 (Annual Report for 1962:22; Development Bank of Southern Africa's Data Base 1991). The number of students in these colleges during the same period increased from 4 292 to 48 975 (South African Institute of Race Relations 1991 : 229).

Compared to the growth in the number of primary and secondary schools, the number of pupils in these schools, and the number of teachers teaching in them during the years 1960-1990, the growth in the number of students in teacher training

colleges was phenomenal. It is this phenomenal increase, its causes and its effects that are examined next.

Two major factors contributed to this growth. These were (a) a fast growing demand for teachers in the primary and secondary schools, and (b) an even faster growing demand for places in teacher training programmes and colleges of education necessitated, in part, by a dearth of other opportunities for employment and tertiary education (Orbach 1992:2).

The demand for teachers in the black education system resulted both from an expansion of the system and from an attempt made by various Departments of Education under the former apartheid structure to lower the pupil/teacher ratio. The sharp increase in the number of primary and secondary school pupils produced a corresponding increase in the number of teachers needed. This increased requirement had to be met mostly by graduates of colleges of education. This encouraged the Department of Education and these colleges to increase their training capacity and enrol more students (Orbach 1992:3).

However, the demand for teachers also increased because of the very high pupil/teacher ratios prevailing at the time. During the 1960s and the early 1970s, the average pupil/teacher ratios in South Africa's black schools ranged from 54:1 to 60:1. While some schools may have enjoyed better ratios, others had to contend with much higher ratios ranging from 60:1 to more than 100:1 (University of Cape Town, 1981:72).

Educationally, these ratios could not be justified. Actual empirical evidence showed that there was a causal relationship between the number of pupils per teacher and the quality of education received. It was understood that the higher the ratio, the lower the level of scholastic achievement possible (Gwagwa 1990). Politically, the very high ratios in black schools became increasingly untenable as the struggle against apartheid intensified. The pupil/teacher ratios, nationally, were markedly lower. In white schools, for example, the ratios were in the order of 23:1 during the 1960s; 20:1 during the 1970s and 18:1 during the 1980s (Report on Carnegie Inquiry into Poverty and Development in South Africa, 1992). The differences were seen to represent the intention of successive South African Governments to keep the quality of black education low, and were used in most political debates as one illustration of the great inequality amongst the people of South Africa. Patterns of educational inequality in South Africa were entrenched in the 1986/1987 financial year. R2 508 was spent on a white child, R1 904 on an Indian child, R1 021 on a coloured child and only R477 on a black child (Coleman 1996 : 2).

It was as the result of such factors that the Department of Bantu Education, and later, of Education and Training, started lowering the pupil/teacher ratios in black education in the late 1980s. Slowly but steadily, together with the Education Departments created in the homelands, including Transkei, they increased the number of teaching positions so as to achieve more acceptable ratios. However, by the time of writing, this was still a big problem in the Transkei region, even though many teaching positions were filled by a disproportionately higher number of graduates from colleges of education and very few with university graduates.

2.3.3 The Demand for Teacher Training

The demand for places at teacher training colleges, independent from the demand for teachers, greatly influenced enrolments at colleges of education over the years. By the time of writing, there were no published statistics to quantify the extent of the demand. Nevertheless, the existence of a large increase in demand resulting in much larger enrolments, came through strongly from interviews with rectors of colleges of education, educationalists and officials in departments of education. The evidence pointed in one direction - that over the years, there was a steady growth in the number of high school graduates requesting admission. In the 1990s, for every single place available in a college of education, there were some 20 to 30 applicants. A Johannesburg newspaper quoted the Rector of the Soweto College of Education on this matter : “Between 5000 and 8000 applicants were turned away every year because only 250 first year student-teachers could be accommodated” (The Star 1991:5).

In the early 1990s, the demand for places increased so dramatically that the pressure for admission could not be resisted in many cases. Political office bearers, articulating the demand on behalf of their constituents, started pressuring Department of Education officials as well as colleges of education to accept applicants beyond enrolment capacity, and to extend whatever capacity they did have. Many colleges in Transkei enrolled more students than permitted by the design of their physical facilities (Orbach 1992:5).

As mentioned earlier, most of the Transkei colleges of education were formerly missionary colleges. Unfortunately, following the withdrawal of missionary support, the basic infrastructure of these colleges suffered neglect, resulting in the buildings becoming dilapidated. Thus, it became a problem to enrol more students than those allowed by the designed capacity. Nevertheless, over-enrolments took place year after year, owing to the high demand for admission from both applicants and communities.

2.3.4 Factors Affecting the Demand for Teacher Training

The reasons for the heightened demand for places in teacher training colleges became clear when viewed in the context of the general educational and economic circumstances prevailing in South Africa generally, and in Transkei, particularly. Perhaps the most important reason had to do with the historical limitations imposed on black people with respect to entry into skilled occupations and professions.

Due to these limitations, black people could not train for, and work in, a very large number of professions and occupations requiring secondary and tertiary education. One of the few professions open to them was teaching. Thus, over the years, teaching became one of the few avenues to socio-economic mobility. A teacher's certificate or diploma, brought not only respect but also a steady income and a measure of economic security. In Africa, generally, there is evidence that teaching is chosen as a career for reasons such as offering security of tenure where education

becomes the biggest consumer of its own products, and the lack of sophistication of rural dwellers to choose subject combinations at school, leading to training for occupations they have not heard of.

According to Orbach (1992:6), three additional factors of importance contributed to the large and growing demand for places in teacher training colleges : the very low requirements for admission into colleges, the very low tuition and residence fees charged (often coupled with easily obtainable bursaries) and, finally, the lack of institutions offering alternative training for other occupations.

Low requirements for admission characterised teacher training in black education since its inception. In the white education systems, possession of a high school matriculation certificate became a requirement for college admission during the years 1912 to 1928. In black education, on the other hand, it was possible to enter teacher training colleges with a standard 8 education until the early 1980s. Since then, the only requirement has been possession of a standard 10 School Leaving Certificate. Until 1992, the level of the scholastic certificate possessed by the applicant was not taken into consideration and pupils with even the lowest passing symbols qualified for admission (Report of the Commission of Enquiry into the Training of White Persons as Teachers 1989:13).

Moreover, over the years, fees for tuition and residence have been highly subsidised and, therefore, very low. In 1991, colleges in Transkei charged R800 per annum for both tuition and residence while the real cost for each student was estimated at

between R5 000 and R6 000. Furthermore, students admitted to colleges of education were entitled to bursaries which not only covered these fees, but also bonded them to the Department of Education for a period of time, as a method of repayment and, thus, guaranteed employment (Annual Report 1992:28).

The effect of these policies was to heighten pressure on colleges of education for admittance. Most high school graduates who passed standard 10 examinations obtained a School Leaving Certificate and could not gain admittance to universities.

Research conducted by Sibisi on “*The Need for Pre-School Education*” (1989:47) Revealed that many students who applied and were admitted to colleges of education in KwaZulu-Natal sought admission, not because they had a calling and a genuine love for the teaching profession, but because they felt they had no other option. Most students who obtained certificates which precluded acceptance into universities, pressurised or agitated rectors to grant them admittance to colleges of education. Furthermore, all those students who could not afford to pay fees at universities also pressurised for admittance to colleges of education, even if they had no interest in teaching as a career.

It is quite evident, therefore, that many matric holders who obtained lower grades, unacceptable for university entrance, that is, School Leaving Certificates, are being trained as future teachers and creating problems in admissions and registration as investigated here.

2.4 IMPORTANCE OF TEACHER EDUCATION AS A CAREER

2.4.1 Introduction

In Transkei, the significance of teacher education is marked by the influx of candidates into colleges of education and the cry of parents for their children to be admitted to colleges of education. South Africa, as a democratic country as from 1994, has a bitter history, dominated by colonialism, racism, apartheid, sexism and repressive labour policies.

2.4.2 Qualitative and Quantitative Analysis of Teacher Education

The quality of the education which the people of South Africa and of Transkei, in particular, have been subjected to has been a bone of contention for many years.

In the struggle for equal educational opportunities for all, one fallacy that has been a guiding factor is the belief that providing a classroom, desk, pen and book will level the playing ground between school going pupils irrespective of race, colour or creed. Although the provision of acceptable physical facilities, learning and teaching aids is accepted as a contributing factor to the provision of education quality, the single most important factor in breaking the cycle of poor education which has prevented thousands of pupils from realising their inherent potential, is the quality of instruction and competence of the teacher in the classroom (Pelsener 1992:164). The competence of the teacher in the classroom is influenced by two major factors, those relating to quality and quantity of the graduands. These are discussed below.

2.4.3 Quality

According to Orbach (1993:18) it is more difficult to assess the quality than the quantitative growth of teacher training or its direction. This is so because no quantifiable information which directly and fully reflects the quality of training delivered, is available. Among educationists, however, there is a strong feeling that the quality of black teacher training in South Africa has been poor. This strong feeling is based on a mixture of indirect indicators, some research and a lot of individual subjective exposure to, and experience with, the colleges of education and their products (Orbach 1992:18).

The indirect indicators refer to the success of pupils in primary and secondary schools, as reflected in factors such as repetition, drop-out and low scholastic achievement. Although these variables are determined by many factors, it is believed that teacher variables contribute significantly to all three. The White Paper on Education and Training (1995:21) states that :

The improvement of the quality of education and training services is essential. In many of the schools and colleges serving the majority of the population there has been a precipitous decline in the quality of educational performance, which must be reversed. Quality is required across the board. It is linked to the capacity and commitment of the teacher, the appropriateness of the curriculum, and the way standards are set and assessed. A national qualification network will be the scaffolding on which

new levels of quality will be built. Other quality assurance mechanisms will be developed to ensure the success of the learning process.

2.4.4 Quantity

The pupil/teacher and pupil/classroom ratios have a direct influence on the quality of instruction as realised in the classroom (Pelsener 1992:1). Research in the 1970s showed that beyond 25:1 the teacher factor ceases to make a difference to the pupils' instruction. The degree of pupil-teacher inter-action diminishes the larger the group one teacher has to instruct, particularly in the traditional classroom. The need to train sufficiently qualified teachers to cope with the growing number of pupils enrolled in schools resulted in a considerable portion (about 15% in 1995) of the education budget being directed to teacher education. In practice, the actual pupil/teacher ratio in Transkei was about 60:1 during the time of writing. This study showed that there was a need for a growing number of teachers to be able to deal with the large population in schools. The admission and registration of such prospective teachers presented major problems, which also were bound to affect the quality of the graduates since they affected the operation of the training programmes. This study investigated factors related to such problems.

CHAPTER 3

METHODOLOGY

3.1 OVERVIEW

This chapter presents the methods used to address the research problem. This includes the research design, source of data, population and sampling procedures, instruments and the administration of the latter, and data analyses used to address the issues raised in this study.

3.2 RESEARCH DESIGN

This was a survey study involving colleges of education in Transkei. The survey was chosen in particular because samples were very large and time was very limited. The advantage with the survey used was that the findings from the study could be generalised to other colleges. The research design was a combination of qualitative and quantitative techniques, as both questionnaires and interview schedules were used to collect data from selected respondents.

3.3 SOURCE OF DATA

3.3.1 Target Population

In order to obtain answers to the first seven research questions of guidelines and practices in admissions, perceived right to demand access to colleges of education, automatic bursary allocations, teaching as an easier option, factors such as nepotism and bribery and also political developments in South Africa, it was necessary to carry out a systematic field research involving the key stakeholders in the affairs of the colleges of education. This, therefore, involved target populations of student-teachers, lecturers and rectors of colleges of education in Transkei. In addition, communities around these colleges were also targeted.

3.3.2 Sampling Procedures

The sampling method selected for this study is what Bailey (1982:90) calls stratified random sampling. This method was chosen because it involves dividing the population into homogenous groups. Each group contains subjects with similar characteristics. This is explained below :

This study involved a sample of 50% of all the 14 colleges of education in Transkei in each category. That is, two of four (2 of 4) STD colleges and five of ten (5 of 10) colleges feature in this study. Table 3.1 further shows the colleges which were randomly selected under each category for participation in this study, indicated by

an asterisk. The participating colleges were grouped according to their regions first, and any one PTD was chosen from each of the five regions, and then only one STD college from any two regions out of the five was chosen. Colleges were numbered and the participating colleges were picked from a hat.

Generally, there were at least three classes of first year students in each college. The researcher then chose Course IA from each of all the participating colleges. All students in the chosen classes formed the respondents. This procedure yielded 294 respondents.

All seven rector of the participating colleges formed the respondents.

Fifty Percent of the 232 lecturers were requested to participate in the study. This was done by picking up every second lecturer in a list of their names. All the lecturers chosen then formed the respondents. This procedure yielded 116 respondents. Only five members out of ten to fifteen Parent Teacher Student Association (PTSA) were asked to participate in the study. The respondents were picked from a hat and the procedure yielded 35 members.

TABLE 3.1 : COLLEGES OF EDUCATION IN TRANSKEI

COLLEGE	DIPLOMAS OFFERED	COLLEGES SAMPLED
BETHEL	STD	
BUTTERWORTH	STD	
MALUTI	STD	*
TRANSKEI	STD	*
ARTHUR TSENGIWE	PTD	*
BENSONVALE	PTD	
CICIRA	PTD	
CLARKEBURY	PTD	*
CLYDESDALE	PTD	
LUMKO	PTD	
MFUNDISWENI	PTD	*
MOUNT ARTHUR	PTD	
SHAWBURY	PTD	*
SIGCAU	PTD	*

(See Appendices 2,3, 7 and 8 for questionnaires and interview schedules used).

3.4 TECHNIQUES FOR GATHERING DATA

For reliable results it is important to consider ways and means in which procedures and research tools might be mixed and integrated (Walker 1985:79). Ary et al (1979:173) states that many research questions require the development of dependable devices that can measure abstract and complicated qualities, aptitude , personality and so forth. Both questionnaires and interviews were employed in the collection of data for this study.

Two types of questionnaires and two types of interview schedules were formulated for data collection in line with the major concerns identified in Chapter 2 and the research questions of this study in Chapter 1.

In this study, questionnaires were administered to 116 lecturers and to 294 student-teachers. Two types of questionnaire were administered by the researcher to the respondents. Student-teachers' questionnaires were completed but lecturers were handed the questionnaires and requested to complete them. The researcher collected the duly completed questionnaires at a later time.

The two types of questionnaire were divided into Sections A and B. On both types of questionnaire, Section A dealt with biographical information. Section B of the student-teachers' questionnaire was divided into six parts. Part I dealt with admission requirements, Part II dealt with admission procedures, Part III dealt with political influences, Part IV dealt with teaching as a career, Part V dealt with financing of students and Part VI focused on general suggestions aimed at addressing the admissions crisis in colleges of education in Transkei.

Section B of the lecturers' questionnaire was divided into three parts. Part I dealt with admission procedures, Part II dealt with political influences, Part III dealt with financing of students and Part IV focused on general suggestions aimed at addressing the admissions crisis in colleges of education in Transkei.

The research methods of this study included the use of focused interviews. This type of interview sought the respondents' responses to the crisis of admissions of students in which they had been involved.

Two types of interviews were conducted. The first interviews were held with 7 rectors. All seven rectors of the sampled colleges were interviewed. Secondly, 35 representatives of communities of the seven sampled colleges were interviewed. In each college, five representatives of the PTSA were interviewed, giving a total number of 35 community members.

Interviews with the rectors of the seven participating colleges were conducted by the researcher. Appointments were made by the researcher and 15 to 20 minutes were spent in each interview. During the interviews the researcher recorded and simultaneously took notes.

Interviews with community members of the seven participating colleges were also conducted by the researcher. Interview notes were taken in brief and expanded shortly afterwards. There was no tape-recording of interviews as this was declined by the community members.

The schedule of questions at interviews with rectors focused on the policies governing admissions, admission procedures, political influences, financing of students and general suggestions aimed at redressing the admission crisis in colleges of education in Transkei.

The schedule of questions at interviews with community members focused on admission requirements, political influences, financing of students and general suggestions aimed at redressing the admission crisis in colleges of education in Transkei.

3.4.1 Validity

According to Ary (1979:169) “instrument validity” refers to the extent to which a research instrument measures what it claims to measure. The instruments were pilot-tested and improved upon before they were actually administered to the intended population. Improvements like questionnaire clarity were done. In this case the researcher had to redesign some questions. Items of the questionnaire that were not easily answered and those that were left blank were re-phrased in the final questionnaire.

The pilot study for this research was undertaken in October 1995 at Cicira College of Education. This College was not part of the research sample. Five lecturers, ten students and two community members were randomly selected and participated in the pilot study. The Rector of the College also participated in the pilot study.

The pilot study enabled the researcher to identify some of the problems that would have manifested themselves in the main study.

3.5 CLASSIFICATION AND ORGANISATION OF DATA

The data collected were coded and analysed using the Statistical Analysis System (SAS) computer package at the University of Transkei. The SAS computer programme can be used to compute and display various statistics in tabular form and can generate bar and pie charts to display data.

Data of a descriptive nature were organised in terms of response types and general trends, and constructed in a manner that enabled the researcher to address the research questions of this study.

The representations of data consisted of the recording of the numbers and types of responses in the appropriate categories. Descriptive statistics in the form of frequency distributions, means, pie charts and histograms were used. Although this study sought to determine factors related to admission problems in Transkei, it was felt that descriptive statistics would reveal the perceptions according to respondent characteristics and provide suggestions for addressing the given problems without resorting to advanced statistical procedures. This was also an exploratory study on which further studies, using additional statistics, would build.

3.6 CONSTRAINTS AND LIMITATIONS ON THE RESEARCH

Generally, the problem of admissions in black colleges of education seems to be prevalent throughout South Africa. It would have been more comprehensive to investigate this

problem at all these colleges, or to deal with a sample which was representative of all these colleges. However, due to constraints of time and finance, only colleges of education in Transkei were studied.

Another limiting factor lay in the use of questionnaires, whereby the quality and depth of responses depended, in part, on the attitudes and moods of the respondents. Nevertheless, questionnaires were the most appropriate and practical instruments for collecting information required for the study.

Timing also had a somewhat negative effect on the study. The researcher could not get the expected number of lecturers to participate as it was already time for examinations and only those lecturers invigilating examinations attended school in most colleges at the time of collecting the data. Again, lecturers were very negative about completing the questionnaires, complaining that they were “sick and tired of filling in questionnaires”.

Community representatives did not allow the researcher to record the interviews because they were suspicious that something might happen to them if they were recorded. This resulted in the general limitations of collecting data by interviews. Where the researcher was writing and listening there was a possibility of not capturing everything that was said by the interviewee.

The researcher randomly selected a substitute college for Clydesdale College because there was a sit-in at Clydesdale College during the time of data collection. This was an inconvenience to the researcher and to the college because no prior arrangements had been made with the substitute college. However, the researcher subsequently made the

necessary arrangements with Arthur Tsengiwe College, the selected substitute, and the Rector kindly agreed for the research to be conducted at the College (See Appendices 2, 3, 7 and 8 for questionnaires and interview schedules used). Due to all these limitations, the quality of the data collected was limited and not suitable for analysis using advanced statistical procedures.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 OVERVIEW

This chapter focuses on the presentation, analysis and discussion of the findings relative to eight research questions and the literature review undertaken in Chapter 2. Accordingly, each of the eight research questions posed in this study is addressed and discussed individually.

4.2 BIOGRAPHICAL INFORMATION

This section presents the biographical information emanating from the two types of questionnaire : the student-teacher and college lecturer questionnaires and the two types of interview : the rector and community member interviews.

4.2.1 Student-Teachers

4.2.1.1 Gender Distribution

The gender distribution of student-teacher participants is shown in Table 4.1.

TABLE 4.1 : GENDER DISTRIBUTION OF RESPONDENTS (N=294)

GENDER	NUMBER	%
MALE	78	27
FEMALE	216	73

This is significant as there were fewer men in the population of Transkei in 1995 than females.

Table 4.1 shows the gender distribution of the research sample. According to the table, female student-teachers constituting the research sample outnumbered male students by a ratio of about 3:1.

4.2.1.2 Age Distribution of Respondents

The age distribution of the student-teacher respondents is presented in Table 4.2.

TABLE 4.2 : AGE DISTRIBUTION OF STUDENT-TEACHERS (N=294)

AGE (YEARS)	NUMBER	%
18 - 21	124	42
22 - 24	111	38
25 - 27	36	18
28 - 30	18	0,6
31+	5	0,2

Table 4.2 indicates that 124 (42%) of the 294 respondents were between the ages of 18 and 21; 111 of the 294 (38%) were between the ages 22 to 24. It is clear that, in general, most student-teachers admitted to colleges of education in Transkei were young. It is, nevertheless,

interesting to note that opportunities were still open for relatively older people to get admitted to these pre-service colleges to pursue teaching careers. Clear guidelines existed to deal with the admissions of different categories of prospective students, which, in itself, is a commendable factor.

4.2.1.3 Matriculation Profile

The sample for this study was drawn from the intake of 1995 and comprised first year students at selected colleges of education in Transkei. The matriculation profile, in terms of year of graduation, is illustrated in Table 4.3

TABLE 4.3 : MATRICULATION PROFILE OF STUDENT RESPONDENTS

YEAR OF MATRICULATION	NUMBER	%
1990 (and before)	29	10
1991	39	13
1992	57	19
1993	76	26
1994	93	32

Table 4.3 shows that most student-teachers who were doing first year in 1995 studied matric in 1993 and 1994. This reveals that 32% and 26% of

high school graduates of 1993 and 1994, respectively, went to colleges of education immediately after matric. This again supports the finding that more young people comprised the biggest group of those admitted to colleges of education. Information in Table 4.3 shows that there were also students who matriculated in 1992, 1991 and 1990, or even before. This suggests that if some candidates applied for admission earlier and were either rejected or did not apply at all, or that if rejected they continued applying in subsequent years until they were finally admitted. It is possible that those applying earlier than 1992 - 1993 had given up or had found other training colleges at which to pursue their careers. For this study, this means those mostly affected were recent school graduates of the appropriate group.

4.2.2 College Lecturers

4.2.2.1 Gender Distribution of College Lecturer Sample

The college lecturers' gender distribution is shown below :

TABLE 4.4 : GENDER DISTRIBUTION (N=116)

GENDER	NUMBER	%
MALE	72	62
FEMALE	44	38

Table 4.4 shows that lecturers in colleges of education in Transkei in 1995 were mostly males. This is in contrast to the gender distribution amongst the student-teacher sample which showed a predominant representation of female students. There was now change in gender distribution because males had better chances of getting better jobs in the outside world than females.

4.2.2.2 Academic Qualifications of Lecturer Respondents

Table 4.5 shows the academic qualifications of the respondents.

TABLE 4.5 : ACADEMIC QUALIFICATIONS OF COLLEGE LECTURERS (N=116)

ACADEMIC QUALIFICATION	NUMBER OF RESPONDENTS	%
MATRIC (MT)	6	5
BACHELORS DEGREE (BD)	63	54
HONOURS DEGREE (HD)	39	34
MASTERS DEGREE (MD)	8	7

Most (95%) of the lecturers in the research sample were university graduates. Only 5% of the lecturers were matric certificate holders. This

means that norms and standards set by the Department of Education were, in the main, being adhered to.

It is quite significant to note that as many as 54% of the respondents had at least a basic degree, and 34% had Honours degrees while 7% were holders of a Masters degree. This distribution of academic qualifications is very impressive given the history of the region as, *inter alia*, an historically disadvantaged area, educationally and otherwise. This should also be seen within the context that the Department of Education of Transkei required a minimum of a Bachelors degree, plus a professional qualification, for one to be employed at colleges of education. It was also learned by the researcher that a degree was a requirement to teach in white schools. This was not the case with the black schools. The researcher ascertained, from the Department of Education, that lecturers who did not have the necessary requirements of a Bachelors degree (5%), were employed only in colleges where these minimum requirements were not yet implemented. This can be attributed to the fact that lecturers are supposed to have more information on the content of their course in order to be able to teach well and have confidence in themselves. Lumkwana (1994:72) pointed out that this worrisome situation was also noted by the Head of the Department of Collegiate Education at the University of Transkei in a meeting with the ACB on 29 April 1992.

At this meeting, the Head reported that some college lecturers were not sufficiently qualified to teach at the colleges of education.

4.2.2.3 Professional Qualifications of Lecturer Respondents

In terms of professional qualifications, Table 4.6 illustrates the situation.

TABLE 4.6 : PROFESSIONAL QUALIFICATIONS OF COLLEGE LECTURERS (N=116)

ACADEMIC QUALIFICATIONS	NUMBER OF RESPONDENTS	%
PRIMARY HIGHER (PH)	9	8
PRIMARY TEACHERS CERTIFICATE (PTC)	11	10
PRIMARY TEACHERS DIPLOMA (PTD)	1	1
JUNIOR SECONDARY TEACHERS CERTIFICATE (JSTC)	15	13
SECONDARY TEACHERS DIPLOMA (STD)	14	12
HDE/UED/HED	35	30
BACHELOR OF EDUCATION (B. ED)	21	18
MASTER OF EDUCATION (M. ED)	6	5
OTHER	4	3

The above information illustrates that all respondents were in possession of a professional qualification. They met the requirements of the Department of Education. Only 1% of lecturers had a Primary Teacher’s Diploma. Eighteen percent had a Bachelor of Education which is a senior

degree. This is very significant for college lecturers. Thirty percent of lecturers had a Higher Diploma in Education, which means that all these lecturers had at least a junior degree which is, of course, a requirement for a lecturer to be appointed in a college, as has been mentioned previously.

4.2.2.4 The Respondents’ Total Teaching Experience

The respondents’ years of teaching experience are shown in Table 4.7.

TABLE 4.7 : RESPONDENTS’ YEARS OF TEACHING EXPERIENCE

YEARS OF TEACHING EXPERIENCE	NUMBER OF RESPONDENTS	%
0 - 5	11	9
6 - 10	39	34
11 - 15	29	25
Over 15	37	32

Data in Table 4.7 indicates that 9% of the respondents had between 0-5 years of teaching experience and 32% of respondents had 15 years and over.

In summary, it may be said that 105 (89%) of the respondents had more than five years of teaching experience. This is in accordance with the appointment norms of the Transkei Department of Education which

required that one should have more than three years of teaching experience in order to qualify for appointment as a lecturer at a college of education. This means that the required norms and standards were being met by employers or college lecturers.

4.2.2.5 The Respondents’ College Teaching Experience

The respondents’ years of teaching experience at a college are shown in Table 4.8.

TABLE 4.8 : RESPONDENTS’ YEARS OF COLLEGE TEACHING EXPERIENCE

YEARS OF COLLEGE TEACHING EXPERIENCE	NUMBER OF RESPONDENTS	%
0 - 5	65	56
6 - 10	42	36
11 - 15	4	3
Over 15	5	5

Data in Table 4.8 indicate that the biggest number of college lecturers had less than 5 years teaching experience, $56\% + 36\% = 92\%$ of the respondents had between 0-5 and 6-10 years of college teaching experience, respectively. Those with more than 10 years of teaching

experience probably went to other occupations, explaining the assumption that teaching is used as a stepping stone to other occupations.

In comparison with the previous section, therefore, this shows that the respondents had more teaching experience in secondary and/or primary schools than they did at the college level. This is not surprising when one considers that lecturers had to start teaching at secondary or primary schools before they qualified to teach at college level. However, they did not stay in college beyond 10 years. That justified the idea that students went to college because it was an easier option and when they had other options it was easy for them to change to other jobs.

4.2.2.6 Positions held by the Respondents

It was of interest to note the level of positions held by the respondents. This information is shown in Table 4.9.

TABLE 4.9 : POSITIONS HELD BY THE RESPONDENTS

POSITION	NUMBER OF RESPONDENTS	%
LECTURER	78	67
SENIOR LECTURER	20	17
HEAD OF DEPARTMENT	17	15
HEAD OF HEADS	1	1

Table 4.9 shows that 78 respondents (67%) were lecturers, 20 (17%) were senior lecturers. This illustrates that the majority of lecturers were not in decision-making positions, that is, they did not play a large role in matters of student admissions and registration. All organisations are hierarchical in nature, thin at the top and broad at the bottom. This confirms the bureaucratic organisational structure of colleges of education in Transkei as explained in Chapter 1.

TABLE 4.10 : GENDER DISTRIBUTION OF COLLEGE RECTORS (N=7)

GENDER	NUMBER OF RESPONDENTS	%
MALE	7	100
FEMALE	0	0

Table 4.10 shows that all rectors of the sampled colleges of education in Transkei were male. This shows that administration was done mostly by males. In fact, the appointments of rectors were approved by the PTSA. Logically, rectors were chosen from the ranks of serving senior lecturers and heads of department. As seen earlier, the majority of lecturers were males in 1995.

**TABLE 4.11 : ACADEMIC QUALIFICATIONS OF COLLEGE
RECTORS (N=7)**

ACADEMIC QUALIFICATIONS	NUMBER OF RESPONSES	%
MATRIC	-	-
BACHELORS DEGREE	-	-
HONOURS DEGREE/BACHELOR OF EDUCATION	3	43
MASTERS DEGREE	4	57
DOCTORS DEGREE	-	-

Table 4.11 shows that 57% of college rectors at the colleges of education in Transkei held Masters degrees. This was in line with the norms and standards set by the Department of Education in Transkei. The three rectors that constituted the 43% did not meet the set norms and standards. The norms and standards were set in order for the incumbent to cope with the challenges that one encountered as a leader of a college of education. Two of those lecturers with a Master of Education degree were denied positions by rectors with a Bachelor of Education degree. The researcher has not ascertained if they were in the same college.

In an interview held with the rectors, they said that they were never exposed to administrative workshops when promoted to the position of rector. They had all learnt by experience to cope with the administrative aspects of the college, such as admittance of new students. This is

attributed to the haphazard manner in which they managed their admissions and registration in their respective college of education.

TABLE 4.12 : GENDER DISTRIBUTION OF COLLEGE COMMUNITY MEMBERS (SAMPLE N=35)

GENDER	NO. OF RESPONSES	%
MALE	25	71
FEMALE	10	29

Table 4.12 shows that 71% of the sampled college community members in Transkei were male. This goes hand in hand with the fact that 100% of the rectors were male and that these were chosen by the 71% of the males who constituted the PTSA.

4.3 ANSWERS TO RESEARCH QUESTIONS

4.3.1 Admission Procedures and Practices

The first research question was concerned with the extent to which discrepancies between policies and practices in admissions to colleges of education led to admission problems, as perceived by rectors, student-teachers, lecturing staff and communities in which colleges were located.

4.3.1.1 The Admissions Process

Table 4.13 illustrates findings related to whether or not student-teachers perceived that the prescribed college procedures were followed in the admissions process.

TABLE 4.13 : ADHERENCE TO ADMISSIONS PROCEDURES
(STUDENT-TEACHERS)

NO.	QUESTION	YES	%	NO	%
1	Did you reply to the Rector in writing?	266	91	28	9
2	Did you receive application forms?	202	69	92	31
3	Did you receive any prospectus from the College?	111	38	183	62
4	Was there any special admission requirements?	45	15	249	85
5	Were you interviewed?	39	13	255	77
6	Did you come early for registration?	273	93	21	07
7	Are there any student-teachers who didn't apply but who are currently studying with you?	61	21	233	79
8	Did you receive a provisional letter of admission? (This applied only to the 178 students who were not already in possession of a matric certificate.	69	24	109	37
		1066	47.67	1170	52.33

Here it should be noted that Question No. 8 of the above Table did not apply to those student-teachers already in possession of a matric certificate. Therefore, only 178 students responded to the question of whether they received provisional letters of admission or not. 76% of 178 students who were not in possession of a matric certificate indicated that

they did not receive provisional admission letters. This contradicts the guidelines and procedures used by rectors for admission.

Table 4.13 reveals that there were some discrepancies between policies and practices in admissions to colleges of education in Transkei.

The above information indicates that although most of the respondents (91%) did apply in writing for admission to the respective colleges, (a) not all of them had applied, and (b) not all of them received application forms from the colleges after sending in application letters. This was notwithstanding the fact that, somehow, all the respondents finally registered as students at their respective colleges of education. This means that there were improper ways in which some students were admitted to colleges of education, leading to the admissions crisis described in Chapter 1. It is important to note that it is also indicated in the Table that most applicants applied, received application forms and were early for registration.

Further information on this is derived from the college lecturers' questionnaire (Table 4.14) which also shows that although most college lecturers (60%) conceded that applicants were given application forms, 40% of the respondents were of the opinion that some applicants were never given/sent application forms. The response from student-teachers is supported by the responses from college lecturers.

**TABLE 4.14 : PERCEIVED ADHERENCE TO ADMISSIONS
PROCEDURES (COLLEGE LECTURERS)**

NO.	QUESTION	YES	%	NO	%
1	Are all applicants given application forms?	106	60	72	40
2	Are prospective students given the college prospectus?	55	31	123	69
3	Are there students who were admitted but did not apply to the College?	76	43	101	57
4	Do staff members bring students who did not apply?	84	47	94	53
5	Are you familiar with admission procedures to your College	61	53	55	47

In respect of the college prospectes being made available to prospective students, only 38% of the student respondents reported that they received the prospectus together with application forms. This suggests that the majority of the applicants did not receive college prospectes. Indeed, even the college lecturers (69%, as per Table 4.14) were of the view that college prospectes were not sent to applicants. The researcher believes that it is of utmost importance that colleges should send their prospectes to prospective students.

With reference to special requirements for admission (other than the production of a matric certificate), only 15% of the student respondents indicated that such a requirement was asked of them before admission to the respective colleges. This suggests that some student-teachers could have been admitted to programmes of study at the colleges even if they did not qualify to be there. Furthermore, it is clear that staff members

were in the habit of bringing in students such as relatives and friends, who had never applied to be admitted to the college. The guidelines for admission to colleges of education spell out that all prospective students must apply in writing to the rector of the college. It is assumed that this initial letter of application would then be followed by a receipt of the necessary application forms, which were then completed and returned to the college. Staff members, like any other interested party, were also expected to comply with this requirement. In fact, one would expect that college lecturers, as professionals and educators, would assist the rector in ensuring observance of admission rules and regulations, but this seems not to have been the case.

The results show that only 13% of the prospective student-teachers were interviewed before being admitted to the colleges. According to admission guidelines, it was mandatory that prospective students be interviewed. This, therefore, shows that some candidates were admitted to colleges of education even if they did not possess the necessary non-academic qualities required for a successful teaching career.

It is necessary to examine the way in which communities perceived the admission problems as these communities were an important stake-holder in the affairs of colleges of education. As such, communities demanded involvement in all affairs in which they had vested interests.

The community members' understanding of the function of a waiting list was the cause of problems. All community members interviewed indicated that they felt compelled to go and wait at the respective college in January if their children were placed on a waiting list. Behind this was their underlying belief that chances of admission would be very high should there be vacancies created by some of the admitted students not turning up. They claimed that when the waiting list became too long to enable their children to gain admittance, communities could negotiate with the former Government and more places would be created. In effect, this led to directives being issued from top authorities, thereby causing more difficulties for colleges.

In an interview with community members, 69% of 35 responses indicated that if their children were on a waiting list the previous year, they would expect them to be automatically admitted the following year. In fact, the community members expected such candidates to get first preference the following year. Most community members thought that new applicants would be listed below the names of those who had applied the previous year, or those already on the waiting list. Clearly, this misunderstanding must, over the years, have contributed significantly towards the student admissions and registration crisis observed in colleges of education as community members insisted on their children being admitted before other applicants, arguing that they were on the waiting list the previous year. The problem that rectors highlighted was that they had large numbers of

applicants for each year, so it was impossible for them to take into account those who had applied in the previous years and were rejected.

Of interviewed community members, 80% of 35 members indicated that they applied to colleges of education on behalf of their children, and, in addition, wrote the application letters as if they were the prospective student-teachers.

Most of these community members reported that they did not receive any response from the colleges, and this was what prompted them to go to the colleges when they opened in January. Some community members insisted that their children should be admitted since they had applied but had received no response, because they took it for granted that their children had to be admitted to a local college which was part of their community.

Furthermore, most community members (70% of 35 members) insisted that they had to accompany their children to colleges of education in January, even if they had received letters of rejection. The reason behind this was that most colleges actually admitted additional students in January when those that had been admitted earlier did not arrive. It is contrary to the guidelines for students to be admitted in January instead of in the previous year, as registration only takes place in January.

All seven rectors interviewed in this study stated that all candidates who applied in writing were sent application forms, and that those who were already in possession of matric certificates were required to submit certified copies of their certificates with application forms. However, only three out of seven rectors stressed that application forms were expected to reach the college before 31 August. All rectors stated that letters of admission and/or letters of rejection were sent to candidates who applied.

However, the weight of the evidence collected in this study indicates that rectors failed to adequately implement the admission procedures in their respective colleges of education by, *inter alia*, not insisting on the submission of application forms by prospective students, and by not adhering to the stipulated date of 31 August for the receipt of completed application forms. This was one of the reasons why some application forms were brought back to the colleges in January when the candidates were desperate for admission.

With regard to students who were still doing standard ten when they applied, rectors stated that they had to send their June results to the college with their application forms. Only two rectors, (out of seven) stated that they gave out provisional admission letters to candidates. The other five rectors indicated that they only admitted such students in January when they showed proof that they had passed standard ten. Again, this shows that most rectors failed to implement the admission

procedures adequately, by providing provisional admission letters to some students with good June results, even if they were still doing Standard ten.

Only one rector said that he knew of rectors that admitted students who did not apply in writing. Six rectors conceded, however, that that was a perennial allegation as far as rectors were concerned. In their view, this was a false allegation.

Six out of seven rectors stated that they usually had a waiting list in their colleges which they used in January when admitted students did not turn up, for whatever reasons. No time limit was stressed by rectors, despite the fact that guidelines indicated that admitted students could be replaced after two days if they did not report, and if no extenuating circumstances regarding the absence had been received. This is a clear indication of an inability to adhere to guidelines.

In so far as Government interference was concerned, all seven rectors reported that they had received directives from Government officials, and from other State officials regarding admissions. Rectors also indicated that some directives were very polite and as a result they were morally obliged to admit the candidates concerned. However, the rectors reported that some directives were insulting and pressurised them into admitting the candidate in question, whether such candidate had earlier applied in writing or not.

There is, thus, evidence that State officials were guilty of contravening admission policies and guidelines. This is notwithstanding the fact that guidelines prohibited Government officials or members of the ACB, from interfering with the student admissions process. This clearly contributed to admission problems at colleges of education in Transkei.

Six rectors out of seven indicated that their lecturing staff members were allowed to bring in candidates, that is, at least one candidate per lecturer. It was further reported that this was a well known practice in most colleges up to 1994 when the “tradition” was discontinued. The rectors reported that one of the reasons for discontinuing this practice, was its apparent abuse by lecturers who brought in their relatives who had not even applied to the college in writing. Even expatriates were given names of candidates they did not even know to take them as their “*amahlahla*” (a term used by lecturers for candidates who were brought into college as relatives of lecturers). This was pure nepotism which just fuelled the admissions crisis in the colleges of education, because in most cases expatriates did not even have children who required admission. The children they brought belonged to local friends.

All seven of the rectors agreed that it was very difficult to keep admissions within the quotas given to them by the Department. They stated that they were usually under pressure during student admissions and registration resulting in the quotas being exceeded every year.

It is evident, therefore, that there were discrepancies between policies and practices in admissions to colleges of education, as acknowledged by rectors. Candidates were not given letters of admission or rejection, in good time. There were directives from Government officials and/or other honourable State officials, pressurising rectors to admit students who had, for example, not applied in writing.

Lecturers were also permitted to bring in students, whether they had applied in writing or not, thereby contributing to the admissions crisis. As a result of these discrepancies and violations of set policies and procedures, rectors exceeded their quotas, and the admissions and registration processes became disorderly and out of control.

4.3.1.2 Responsibility for Admissions

A further aspect of the admissions process investigated was - who actually handled admissions in the colleges of education? This information is summarised in Table 4.15.

TABLE 4.15 : THE RESPONSIBILITY FOR ADMISSIONS IN COLLEGES OF EDUCATION AS PERCEIVED BY LECTURERS

RESPONSIBILITY FOR ADMISSIONS	NUMBER OF RESPONDENTS	%
THE RECTOR, ALONE	17	15
A SELECTION COMMITTEE	64	55
NOT SURE	35	30

Table 4.15 shows that most admissions to colleges of education were approved by a “selections committee” (55% of respondents). However, 15% of the respondents stated that this was the sole prerogative of the rector. Thirty percent of the college lecturers did not know who was responsible for admissions in their colleges. This was the case because of inconsistencies in admissions that existed in the respective colleges. Fifty-five percent indicated that rectors exercised an open leadership style, making it possible for their staff, and other people as well, to participate in some of the administrative chores which fall under the jurisdiction of the rector, such as allowing the selection committee to control the admissions at colleges. This was a better way of admitting because it involved many stakeholders. As a result, nepotism and bribery could be eliminated as many people were accountable.

4.3.1.3 Registration Period

Table 4.16 indicates the duration of the registration period in colleges of education in Transkei in 1995.

TABLE 4.16 : DURATION OF REGISTRATION AS EXPERIENCED BY STUDENTS AND LECTURERS

DURATION OF REGISTRATION PERIOD	STUDENT RESPONSES %	LECTURER RESPONSES %
ONE WEEK	24	40
TWO WEEKS	38	27
THREE WEEKS	22	16
MORE THAN THREE WEEKS	16	6

Table 4.16 reveals that, on average, student registration lasted two to three weeks. The regulations stipulate that registration should last only for one week, after which classes must commence.

However, in terms of the findings of this investigation, 38% and 22% of the student respondents indicated that student registration lasted two and three weeks, respectively. These percentages correspond to the 27% and 16%, respectively, for college lecturers.

Inevitably, the extended time taken for registration had a bearing on the commencement of classes. Most lecturers held the view that classes started after one week of registration.

4.3.2 The Right to Demand Access

The second and third research questions were concerned with the extent to which applicants' and communities' rights to demand access to colleges of education could have contributed to the observed admissions crisis. Accordingly, this sub-section examines the perceptions regarding the demand for access to colleges of education.

Table 4.17 shows the reasons why most students demanded access to colleges of education.

TABLE 4.17 : MOST IMPORTANT REASONS, AS PERCEIVED BY STUDENT-TEACHERS, JUSTIFYING THE RIGHT TO DEMAND ACCESS TO COLLEGES OF EDUCATION

NO.	REASON	NO. OF RESPONDENTS IN AGREEMENT	%
1	Parents are local members of College area	19	7.1
2	Easy access to bursaries	57	21.5
3	Students have a right to education	54	20.4
4	No other tertiary institutions locally	55	20.8
5	Employment assured	42	15.9
6	Teaching and learning campaign	18	6.8
7	Parents insisting on teaching career	19	7.1
	TOTAL	264	100

This supports the assumptions made by the researcher earlier on as this has the highest impact on justifying the right to demand access to colleges. The information in Table 4.17 shows that easy access to bursaries (21% of 294 responses) was one of the significant reasons why student-teachers demanded access to colleges of education. 20% of 294 responses indicated that they believed they had a right to education, which is why they demanded access to colleges of education. This also supports the political aspect mentioned previously, that justifies the right to demand access to colleges of education. Lack of alternative tertiary institutions was cited as one of the major reasons for students to demand access to colleges of education.

This suggests that even candidates who did not really want to make a career of teaching were seeking admission into the profession.

College lecturers reiterated this view and stated that most students went to colleges of education because employment was assured by the Department of Education. Other options, such as parents insisting on teaching as a career (7% of 294 responses); parents being local members of the college area (7% of 294 responses) and the teaching and learning campaign (18), were also indicated as reasons for student-teachers and community members, as perceived by students, to demand access to colleges of education. Easy access to bursaries was ranked highest (21% of 294 responses) by the respondents as the most important reason for students demanding access to colleges of education. College of education bursaries were more available than other training places, probably as a result of the priority given to education by the Government.

The results show that the perceptions of colleges being owned by the local communities and, therefore, of admission to these colleges being seen as a birthright contributed to the admissions crisis in the colleges of education in Transkei.

Eighty six percent of community members, that is, 30 out of 35, felt that they had a birthright to colleges that were located in the areas of their birth. Accordingly, they expected that their children would be given first priority when it came to admissions. The main reason for this was that they felt the colleges belonged to them because their fore-fathers fought for the establishment of these colleges. As

such, being given preference in admissions was one definite way in which the community members felt they ought to benefit from these colleges. Hence, the demand for access was attributed to a birth or constitutional right. It makes sense to attend a college close to your home rather than travel long distances. Hopefully, on graduation, one would also teach in a local school. This is beneficial to the community.

Only five of the 35 community members interviewed (14%) indicated that colleges of education were public institutions which should accommodate broader representations of candidates from different parts of the region, or indeed, the country. All five community members who held this view came from the Transkei College community which is located near Umtata. Hence, there appears to be a difference of opinion between urban and rural communities on the extent to which the colleges of education should be construed as “owned” by the immediate communities. This can be justified as an idea to the cosmopolitan nature of urban areas leading to such liberal minds but with rural communities this can be attached to their culture where everything around the area belongs to everybody within the community which is a sense of ownership.

The above views were reiterated by all seven rectors of the colleges of education who stated that communities demanded access to colleges of education for the reasons that the colleges belonged to them, were built by them, were supported by them, were protected by them and also governed by them. This was the sole reason why the local communities demanded first preference for the children of the local residents. Hence, it is quite evident that the demand for access as a birthright

strongly contributed to the admission problems in the colleges of education in Transkei.

However, all seven rectors, themselves, disagreed that local students should be given first preference. Their argument was that colleges were public institutions and as such, every student in Transkei had an equal right to access to any of the fourteen colleges of education. Rectors indicated that not all areas in Transkei had colleges of education, so it would be very unfair to those candidates who lived in areas where there were no colleges, if only local students were given first preference on admission. All the above demands (legitimate or otherwise) made normal admissions extremely difficult.

4.3.3 Financing of Student-Teachers

4.3.3.1 Consequences of Withdrawing Bursaries

The fourth research question focused on the financing of students in colleges of education in relation to admission problems. Specifically, the researcher examined the effect of Government bursaries which are given to all students in colleges of education upon being admitted, and the impact the bursaries had on the admissions crisis. Table 4.18 shows a summary of student-teachers' responses on what would occur if Government bursaries were withdrawn. As the findings preceding this

indicate, availability of bursaries was given as the main reason for seeking admission to colleges of education.

TABLE 4.18 : STUDENT-TEACHERS' RESPONSES TO WHAT WOULD OCCUR IF GOVERNMENT BURSARIES WERE WITHDRAWN (N=294)

IF BURSARIES WERE TO BE WITHDRAWN :	NO. OF RESPONSES	%
(a) I would drop out of college	59	20
(b) My parents would pay fees for me	63	22
(c) I would seek financial assistance (e.g. a loan)	172	58

Table 4.18 illustrates that most students (58%) would have to seek alternative financial assistance in order to continue with their college education if the Government were to stop giving out bursaries. Twenty percent said they would drop out of college if the Government were to stop giving out bursaries. This shows that most student-teachers would need financial assistance to go through with college education. This is no reason to continue giving bursaries and proves valid the finding that the ease with which bursaries were obtained was the major reason for seeking admission to colleges of education in Transkei in 1995.

TABLE 4.19 : COMMUNITY MEMBERS' RESPONSES TO WHAT WOULD HAPPEN IF GOVERNMENT BURSARIES WERE WITHDRAWN (N=35)

IF BURSARIES WERE TO BE WITHDRAWN :	NO. OF RESPONSES	%
(a) My children would drop out of college	20	58
(b) I would pay fees for them	3	9
(c) I would seek financial assistance (e.g. a loan)	12	33

A fair number of community members interviewed in this study (58%) indicated that if there were no bursaries offered to their children to study at colleges of education, their children would have to drop out of college as they could not afford to pay the required fees (Table 4.19). This is in contrast to trainee teachers (20%) who said they would drop out. Perhaps the parents/guardians saw the financial factor to be more important than the students themselves. Given the students' ages, this is not surprising as young people rarely understand their parents' economic circumstances. About 33% of community members indicated that they would opt for a loan if their children did not receive bursaries in 1996. Only 9% indicated that they would pay for their children if there were no bursaries in 1996.

TABLE 4.21 : LECTURERS’ RESPONSES CONCERNING STUDENTS’ REASONS FOR SEEKING ADMISSION TO COLLEGES OF EDUCATION

NO.	PERCEIVED REASON	% RESPONSE
1	No other tertiary institution in the area for further study	32
2	Just taking a chance	12
3	Trying their luck	18
4	Easy access to bursaries	37
5	Other	1

Table 4.20 indicates that there were different reasons for student-teachers seeking admission to colleges of education, as perceived by lecturers. The most important reason identified by lecturers was the easy access to bursaries. Thus, in the view of students and lecturers, there would be fewer students going into colleges of education if bursaries were not easily available. Another important reason perceived to be contributing to a very high demand for access to colleges of education was the perception that there were not many other alternative institutions for higher learning in the region constituting Transkei. The next most popular reason was that candidates were just taking a chance or trying their luck (total 30%). This is rather disturbing because it suggests that some student-teachers did not really have a “calling” for teaching. They either just took a chance or they just wanted access to higher education through the bursary scheme.

In the open-ended section of the student questionnaire, one student indicated that most matriculants were desperate for jobs, implying that they would willingly take any opportunity for training that came their way.

In another complementary open-ended question, college lecturers emphatically consolidated the above views. Eighty percent of the respondents stated that the easy access to bursaries, more than any other single indicator, was the main reason for the high demand for seeking admission to colleges of education.

4.3.3.2 Funding Framework Perceived Best for Colleges of Education

In view of the preceding findings that easy availability of bursaries affected admission to colleges of education and the finding that few students would drop out without bursaries, it was necessary to determine what respondents felt was the best funding framework for colleges of education. Accordingly, both student-teachers and college lecturers were asked to suggest ways for funding teacher education. The results of this question are summarised in Table 4.21.

TABLE 4.21 : FUNDING FRAMEWORK PERCEIVED BEST FOR COLLEGES OF EDUCATION

NO.	OPTION	% RESPONSE (STUDENTS)	%RESPONSE (LECTURERS)
1	The Government gives funds to the college, and the college selects deserving students	16	14
2	The Government provides loans directly to student-teachers	36	61
3	The college organises loans and bursaries for student-teachers	18	4
4	Government continues with present scheme	30	21

Table 4.21 shows that the majority of the student and lecturer respondents would prefer that assistance be administered by the Government in the form of loans (36% and 61%) (Item 2) or that bursaries as at the present time should continue (30%, 21%) (Item 4). Only 16% of the student respondents and 14% of the lecturer respondents suggested that this assistance be managed by the colleges of education. Thus, doing away with bursaries was preferred more than continuing with it (70%, 79%). This is a significant finding given that fully deserving students would continue seeking college education if bursaries were abolished.

This may be an indictment on the colleges, and, therefore, a vote of no confidence in college authorities, to carry out the responsibility in a fair and equitable manner.

Table 4.21 indicates that although both students and lecturers agreed that Government should administer loans and bursaries, there was a stronger preference by college lecturers for students to be given loans directly.

All seven rectors stated that they were not satisfied with the way the former Government allocated bursaries to new student-teachers. They argued that bursaries encouraged student-teachers to demand access to colleges of education because they were attracted by the automatic bursaries. Suggestions from the rectors on solving the admission problems, were that bursaries should be granted on merit and need, and that needy students should receive financial assistance through a loan scheme as a way of weeding out those students who could otherwise afford to pay for their education. They further said that the automatic bursaries attracted “every Jim and Jack”, resulting in the reported crisis. Again, this supports the assumption made earlier that easy access to bursaries was a factor in admission problems experienced by colleges of education in Transkei in 1995.

4.3.4 The Importance of Teaching as a Career

The third research question deals with the extent to which a teaching career was perceived to be an easier option than other careers, leading to an admissions crisis in the colleges of education. In this section the research question assesses students’ perceptions in this regard.

TABLE 4.22 : STUDENT RESPONDENTS’ PERCEPTIONS OF A TEACHING CAREER

STATEMENT	RESPONSES	
	NUMBER	%
Teaching is a job like any other	250	85
Teaching is an important career	44	15

It is quite evident from Table 4.22 that the majority (85%) of the respondents thought of a teaching career as a job like any other. Indeed, referring to the student-teachers’ responses presented in Table 4.17, there were only 19% who reported that they decided to follow a teaching career on the insistence of their parents. The rest of the responses in Table 4.17 indicate that the respondents were following a teaching career for reasons other than career orientation. As many as 55% indicated that the driving force was the lack of other tertiary institutions in their locality. Fifty seven percent followed the possibilities of securing a bursary and 54% thought that access to the colleges of education was, simply, a birthright. It is, therefore, possible that it was more a cumulative effect of these reasons and circumstances, other than a conscious decision to follow a teaching career, that was responsible for these students being in colleges of education. This would be a plausible explanation for the information reflected in Table 4.22.

4.3.5 Effect of Corrupt Practices on the Admissions Crisis

The sixth research question was concerned with the extent to which factors such as nepotism, ethnicity, bribery, and misinterpretations of policies and guidelines contributed to the admissions crisis in the colleges of education. This sub-section addresses the perceptions of student teachers and lecturers regarding this research question.

Out of 294 students, 65 (22%) were admitted to the colleges of education through nepotism and bribery. Although this percentage is lower than that for those who were admitted through the proper channels (78%) the problem is, nonetheless, there. In effectively administered colleges of education, students who do not meet the stipulated criteria should not be admitted at all. Specifically, Table 4.23 shows how the 65 student-teachers managed to get themselves admitted to the colleges of education, despite not having applied for admission. Clearly, other methods of entry into colleges of education were in operation in 1995.

TABLE 4.23 : STUDENTS' RESPONSES TO HOW THEY GAINED ADMISSION TO COLLEGES OF EDUCATION (N=65)

NO.	HOW ADMISSION WAS GAINED	% STUDENTS IN AGREEMENT
1	Paid money to be admitted	15
2	Related to the Rector	41
3	Related to a Lecturer	25
4	Related to selection committee members	14
5	Active stakeholders, e.g. political organisations, SANCO, PITSA etc	5

The information contained in Table 4.23 compares and contrasts with that presented in Table 4.24.

TABLE 4.24 : LECTURERS' PERCEPTIONS OF THE REASONS OFTEN GIVEN FOR THE ADMISSIONS CRISIS (N=116)

NO.	CORRUPT PRACTICE	% LECTURERS		
		YES	NO	N/A *
1	PAYMENT OF BRIBERY : BY APPLICANTS	22	64	14
2	NEPOTISM : PRACTISED BY THE RECTOR	43	43	14
3	NEPOTISM : PRACTISED BY THE SELECTION COMMITTEE	30	60	10
4	GOVERNMENT OFFICIALS : SENDING CONFLICTING DIRECTIVES TO RECTORS	41	49	10
5	INTERFERENCE : BY STAKEHOLDERS WITHIN THE COLLEGE	41	47	12

*NOT APPLICABLE

The sending of conflicting directives to rectors rated second with 41% (see Table 4.24). Evidently, it was not only the rectors of the respective colleges who were

perceived to contribute towards the admissions crisis but also Government officials, stakeholders and selection committees all of whom, as constituencies, presented requests for admission to colleges of education.

Although the above findings may represent what one may regard as “hearsay” evidence, the fact of the matter is that people are influenced by their perceptions in the way they act and behave towards other people. For instance, it is conceivable that if applicants and parents believe that the rectors and other officials admit students through corrupt means, they would tend to push their own cases much more strongly than they would if they perceived the admission procedures to be objective and fair. So, it is important to report about these perceptions as well, in an effort to find comprehensive and long-term solutions.

In trying to understand the context within which the malpractices reported above could have taken place, it is quite possible that in colleges where admissions were handled by rectors alone, rectors would have had ample opportunity to practise nepotism, if they so wished.

The majority of community members (85%) indicated that they had no knowledge of parents who paid money in order to have their children admitted to colleges of education, although they conceded that they were aware of such allegations. However, the other 15% of 294 responses indicated that they had paid money to lecturers to help them with their children’s admissions.

All the community members interviewed in this study indicated that parents who knew Departmental officials did involve them in demanding access to colleges of education. In fact, most of them said that those parents who involved Department officials in the admission of their children were usually successful.

Furthermore, all the interviewed community members indicated that if they had a staff relative in a college of education, they would rely on him/her to gain admission for their children. The reason for this was the perception that most community members who had staff relatives usually did not encounter any admission problems. It is quite evident that this perception bore its roots from the “one candidate per lecturer” tradition.

In the open-ended section of the questionnaire, respondents were asked to suggest ways in which corrupt practices, such as nepotism and bribery, could be eliminated from the admissions process. The following three suggested ways were echoed by the majority of both student and lecturer respondents suggested that :

- (a) The admission process should be based purely on merit;
- (b) There should be an entrance examination; and
- (c) An interview should be conducted following the entrance examination.

Although, what is meant by merit here may be problematic, these suggestions are rational and would not result in admissions chaos is applied.

4.3.6 Political Influence

The seventh research question deals with the extent to which political influence contributed to admission problems in colleges of education in Transkei.

Table 4.25 gives a summary of the opinions on political influence, of the four categories of respondents who participated in this investigation.

TABLE 4.25 : RESPONDENTS’ PERCEPTIONS REGARDING POLITICAL INFLUENCE IN THE COLLEGES’ ADMISSIONS CRISIS

STATEMENT	AFFIRMATIVE RESPONSES		
	% STUDENTS	% LECTURERS	% RECTORS
Political change in South Africa contributed to the admissions crisis in colleges of education.	51	45	43

Table 4.25 indicates that the political change in South Africa was perceived to have had only a marginal effect on admissions at the colleges of education studied. The Table shows that the majority (51%) of the student respondents were of the impression that the change had contributed towards the admission crisis, whereas smaller percentages of the lecturers and rectors felt that way.

The reason put forward by the rectors, for disagreeing with the statement in Table 4.25, was that there was a greater demand for access from candidates and their parents than before the political change. An example is that in 1995 colleges were

supposed to admit one-third of the designated capacity but because of pressure from stakeholders, rectors had to admit more, thereby violating the rules from the MEC for Education in the Eastern Cape.

This investigation revealed that 69% of 35 responses of interviewed community members indicated that the change in the South African Government had no effect on student admissions to colleges of education. The reason put forward by the community members was that their children still had the same admission problems as before. For instance, they felt that their children were still not being admitted to colleges, and that there was still over-enrolment in the colleges of education, as well as overcrowding in the classrooms and hostels. Somehow, community members had anticipated a change in 1995, as a result of political changes that took place following the country's first truly democratic elections held in April 1994. In terms of the research question posed, the findings revealed that the assumption was not valid. Political change had not increased problems of admission to colleges of education in 1995. This is difficult to explain given that earlier findings revealed that the right of education was a major factor in students seeking admissions to colleges of education.

4.3.7 Contradictions between Stated Guidelines and Practice

The eighth research question deals with the extent to which contradictions between stated guidelines and practices (see Appendix 1) contributed to admission problems in colleges of education in Transkei.

It is quite evident from findings presented in preceding sections that the admissions crisis which prevailed in colleges of education in Transkei, was the result of malpractices that occurred due to the failure to implement the admissions guidelines or the ambiguities in the guidelines themselves.

Both the former Department of Education and the ACB provided guidelines to be followed by both applicants and colleges of education in admitting and registering students. The regulations covered details of to whom application letters were to be sent, due dates for application forms and the requirements for admission. It was expected that these guidelines would be complied with. In part, however, the success of implementation of all the rules, regulations and guidelines depended on the level of clarity in the manner in which they had been formulated. The less ambiguity there was in the regulations, the higher the likelihood of their successful implementation.

However, in the case of the regulations and guidelines stated in Appendix 1, a number of notable inconsistencies and contradictions are evident. A few of these are discussed below.

4.3.7.1 The Responsibility to Follow-Up

In its guidelines, the ACB directed that “it was the responsibility of the applicant to make a follow-up” if no response had been received from the

college to which one had applied. This directive contributed significantly to the admissions and registration problems which the colleges of education experienced when they opened in January, as shown earlier. Parents and prospective students “followed-up” in January and demanded admissions, either forgetting or not knowing that the admissions process was already over. Although they were following regulations, this caused problems as they ended up demanding access to colleges of education even when their applications were, initially, not successful, a fact they would only know on following-up, sometimes physically.

4.3.7.2 Applicants Not in Possession of Standard 10 Certificates

The ACB stated further that applicants who were not in possession of Standard 10 Certificates when they applied for admission would be informed of college decisions as soon as the standard 10 results were released. As always happened in Transkei, standard 10 results were only available in January. This meant that those candidates who had to wait for the release of their results would only be informed of their admission or rejection in January, at the same time that registration was done. This, therefore, added to the problems of the colleges during the time of student registration because it meant that admissions had to be processed at the time when only student registration should have been taking place.

4.3.7.3 Acceptable Symbol in English

Another point of conflict was that, whereas an “F” symbol is a fail, the general guidelines given by the ACB indicated that a candidate with an “F” symbol in English may be interviewed for possible admission. Most subjects in the schools are taught in the English language. So, it is doubtful that a prospective teacher who obtained an “F” symbol in the language had a good chance of learning effectively while in college, and also of teaching proficiently after graduation. Apart from this issue, accepting students with an “F” increased the number of applicants seeking admission, increasing the problem of access to colleges of education.

4.3.7.4 Basis of Admission

According to the regulations, as promulgated by the former Department of Education, admissions to colleges of education would be based entirely on information written on the prescribed (application) form. However, in the general admission guidelines given by the ACB, colleges of education would, as a matter of procedure, interview all candidates before admission into their programmes could be finalised. This presented a contradiction. However, realistically, the admissions process may be conducted in two stages, (a) short-listing based on the academic record of the applicant, and (b) interviewing of only the short-listed candidates. In reality, neither of

the two options were applied. Instead, it was a matter of first come, first served.

It is quite clear, therefore, that dual control became a problem because of the conflicting and contradictory directives which came from the two major controlling bodies, namely, the Transkei Department of Education and the ACB. The former indicated that admissions would be based entirely on information on the application form, whilst the ACB directed that interviews be conducted before students were admitted. It is evident, therefore, that these contradictions and ambiguities led to different interpretations and implementations of the guidelines in different colleges of education. This, in turn, led to practical problems at the time of student admissions and registration.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the study, and conclusions and recommendations arising from the findings presented in the previous two chapters. It also outlines some recommendations concerning the admission problems experienced in colleges of education in Transkei. Suggestions and questions for further study are also given.

5.2 SUMMARY

The purpose of this study was to determine factors related to admission problems in colleges of education in Transkei. Specifically, the study set out to determine the extent to which the following factors contributed to the admissions crisis in the colleges of education :

- (a) Contradictions in the stated guidelines and procedures;
- (b) discrepancies between admission guidelines and practices as perceived by rectors, applicants, lecturing staff and communities in which the colleges were located;
- (c) the applicants' perceived right to demand access to Government colleges of education;
- (d) the communities' perceived right to demand access to Government colleges of education for their children;

- (e) the automatic bursary allocation to student-teachers which had an effect on the demand for admission to colleges of education in Transkei;
- (f) the perception of teaching as a soft option compared to a medical career;
- (g) factors such as nepotism, ethnicity, and bribery; and
- (h) political developments in South Africa.

Seven colleges of education, namely, Arthur Tsengiwe, Transkei College of Education, Maluti College, Sigcau College, Mfundisweni College, Shawbury and Clarkebury Colleges were randomly selected from a population of fourteen colleges, to participate in this study. From the sampled colleges, samples of 294 student-teachers, 116 college lecturers, 7 rectors and 35 community members were drawn and participated in the study which was conducted between September and October 1995.

Two types of questionnaires and two types of interview schedules were developed and administered to the respondents in September 1995.

The data were collected and analysed qualitatively through documentary analysis, and also quantitatively by computer, using the SAS statistical programme. The statistical analysis led to the construction of frequency tables, showing percentage responses to categories of questions. Because no statistical analysis was done using inferential statistical procedures, the questions concerning relationships were not answered. Thus, it is not known whether males or females, rectors, lecturers or community members, for instance, had more influence on the admissions crises than other categories. This was a major limitation of the study but

one justified by that fact that the manner in which some of the data were collected rendered them barely valid.

Notwithstanding this, the findings of this study were as follows :

- It was found that some contradictions and ambiguities existed in the admission guidelines and recommended procedures.
- It was found that there were discrepancies between guidelines and practices in admissions to colleges of education which led to problems at the time of student admissions and registration.
- The applicants' and communities' perceived right to demand access to colleges of education located in their communities contributed to the admissions crisis.
- The absence of other career paths, arising out of a lack of alternative training opportunities at tertiary level, contributed to the demand for access to the colleges of education.
- Factors such as nepotism, ethnicity and bribery were perceived as contributing to the admissions crisis in the colleges of education.
- Lastly, political influence in the Country was *not* seen as having had a significant effect on the admissions crisis in the colleges of education.

5.3 CONCLUSION

This study has revealed a number of problems related to the admissions crisis in colleges of education in Transkei. Some of these were institutional, that is, they referred to the set

regulations and procedures, others were perceptual, while still others arose out of practices. The researcher hopes that these findings will be taken note of by all the colleges of education, the Department of Education, the University to which the colleges are affiliated, as well as all other stakeholders, so that appropriate corrective measures can be taken. The fact that the tertiary education system is still in a state of transition gives everyone concerned an opportunity for transformatory actions, in policies and practice, which can greatly facilitate the resolution of these problems. Furthermore, it is hoped that as the Transkei region emerges out of the political isolation of being a homeland, further opportunities for other career destinations will become available and accessible to matriculants from the region. This could go a long way in alleviating the admissions crisis at colleges of education in the Transkei (the Eastern Cape).

5.4 RECOMMENDATIONS

This study revealed that most of the assumed factors relating to the admission crisis in Transkei in 1995 were valid. Findings also revealed that factors relating to the admissions process contributed to problems experienced by colleges at the time of registration. Set out below are recommendations emanating from the findings reported in this study and the conclusions derived from the same :

- 5.4.1** Community members, student-teachers, lecturers and rectors should be involved in the formulation and design of admission policies, guidelines and procedures in order to make these parties knowledgeable and committed to the same. Such involvement is time-consuming but the alternative has worse consequences. It should also be

done to avoid the different parties blaming each other when policies are contradictory, or when the initiators of the policies are unable to implement them due to ambiguity, contradictions or conflict of interests and expectations. For instance, in Table 4.14 the college lecturers, themselves, concede that there were students admitted to colleges without applying, that staff members brought students who did not apply. In addition, 47% of the lecturers were not familiar with admission procedures. Perhaps familiarity with admissions procedures can help to reduce the confusion that occurred at admission and registration.

On their part, community members indicated that if their children were on the waiting list the previous year, they expected them to be automatically admitted the following year. Knowing that this is not the case would not elicit such expectations and consequent mobbing of admission and registration premises.

5.4.2 Autonomy for colleges of education should be the ultimate aim to avoid dual control on crucial matters of college governance, such as student admissions and registration. Colleges of education, like other tertiary institutions, should be able to administer their own affairs. In Transkei, all fourteen colleges of education were still affiliated to the University of Transkei during the time of writing, which led to dual control between the Department of Education and the ACB.

There should also be representation of college and university staff on each other's governing structures, such as councils, senate, faculty boards and liaison

committees. This will ensure that relevant information is known by each party and avoid confusion.

- 5.4.3** Every student should apply to the rector in writing, and application forms should (accompanied by a prospectus) be sent to each applicant. For the applicants who are still in school, the application forms may be certified by the class teacher. This may also help the colleges in getting information about the applicants which may help in the admissions process, by reducing the number of applicants going to colleges of education to apply at the time when their results are available, but when colleges are actually doing registration.

The findings of this study suggest that not all candidates submitted applications for admission, and for those who did, the procedures were not followed in full.

- 5.4.4** Admission requirements should include possession of a matriculation exemption, or a recognised equivalent qualification. This would ensure that only adequately qualified candidates apply for admission.
- 5.4.5** To be admitted, a candidate must have obtained at least a D symbol (higher grade) in the language used as the medium of instruction in the college. This should be done in order to verify proficiency in the language. Interviews with candidates may also be used for this purpose to ensure that fluent and confident teachers are produced. Such teachers would teach well at any level at a school.

- 5.4.6** Possibilities of centralised admissions should be explored in order to minimise corruption in students' admissions and registration processes. This would forestall some of the current malpractices, such as those stated under 4.1 above and reduce the congestion at admission and registration centres. Corrupt practices breed in privacy, and centralisation has the effect of creating an impersonal structure impervious to favouritism and of removing the pressure from the actual sites of admission and registration.
- 5.4.7** More liaison be promoted between colleges of education and communities, that is, parents and community-based organisations, with a view to finding broad-based solutions to the problems of student admissions, registration and other areas of college governance with a bearing on community interests. This would address some of the present conflicts of interest and expectations, by disseminating relevant information to communities and vice versa. This study revealed that communities served by colleges of education held different views concerning admission and registration, views which college administrators did not inform. Such misunderstanding can be avoided by the proposed interaction.
- 5.4.8** The current bursary system should be phased out in favour of a loans scheme. The rationale for this is that only candidates who have an interest in a teaching career would apply for admission, realising that they have to repay the money after training. In this study, most respondents agreed with the proposition of Government loans (see Table 4.22). Moreover, evidence presented on this issue revealed that few students would drop out if no bursaries were available and only

community members made bursary unavailability a hardship. In addition, bursary availability was given by the majority of respondents as the single most important reason why many matriculants sought teacher training as opposed to seeking training in professions where bursaries were not available. Since it is difficult to determine genuine from non-genuine applicants to teacher training, elimination of bursaries would leave in training only those students who really have an interest in the profession.

5.4.9 If the current bursary scheme is to be continued, all graduating teachers (receiving a bursary) should be posted to schools to serve a specified period of bonding as a way of repaying the bursary.

5.4.10 There should be some streamlining of guidelines and recommended procedures for admissions to colleges of education in order to avoid the confusion experienced by on-site administrators when implementing these. Removal of conflicting guidelines would enable college administrations to adhere to known admission procedures and avoid the situation where they were doing the right thing according to one source of guidelines, while at the same time flouting regulations from another source.

5.5. RECOMMENDATIONS FOR FURTHER RESEARCH

5.5.1 This study was conducted from a sample of seven colleges of education in Transkei. It would be of interest to ascertain how the students' admissions and registration processes are conducted in other parts of South Africa. Such studies should also

be conducted to cover colleges of education in the former House of Assembly, House of Delegates, House of Representatives and the Department of Education and Training. Even if colleges in these Departments did not have and continue to not have any problems, a study on how they conducted and continue to conduct their admissions would be of great benefit to the total understanding of how the problems identified in this study could be alleviated in those colleges still having similar problems

5.5.2 The only assumption not verified by the findings of this study related to the extent to which political changes in South Africa influenced demand for education generally, and for teacher and registration in colleges of education in Transkei in 1995. The answers as to why admissions and registration problems increased in the 1990s must be sought elsewhere. If the demand for teacher training was not influenced by the demands of the formerly excluded black majority in Transkei to improve their lot, it is possible that the National Party's liberal education policies were beginning to bear fruit. Research to verify such assumptions would do well to also examine the quality of education and training which increased access to education was creating, particularly since most applicants were demanding access to the same local colleges of education.

5.5.3 Another research area would be an extension, in terms of data collection and analysis of the present research, to determine which of the identified and verified

factors were more related to admission crises than others. Such findings would help in pointing to priorities in eliminating the problem.

5.5.4 In the development of formal education and occupations which rely on school background for training, it has been found that men represent the majority of educators in the early stages of the development process, but move on to managerial and to other occupations the more developed schooling becomes. This process has the effect of lowering the status of the teaching profession as men leave it. This study found that all the college of education rectors were males, but there were more female lecturers and student teachers than males. In addition to this, there were very few lecturers still teaching after ten years of teaching. In view of this and the finding that teacher training was sought because of lack of alternative career paths, it is recommended that a study be conducted to determine :

- (a) Whether the career paths have become available in the Eastern Cape since 1995.
- (b) Where those who left college lecturing after ten years of lecturing went, in order to verify whether teaching is being used as a stepping stone to other occupations or not.

5.5.5 In terms of practical concerns regarding the affiliated status of colleges of education the questions for further investigations are :

- (a) In what way can a university provide on-going service to fourteen colleges of education in a meaningful way?
- (b) What are the types and amounts of resources required by a university (in terms of time and expertise) to interact with a couple of hundred college lecturers in a meaningful manner, in addition to liaising with college management?
- (c) In what ways can an affiliated college of education meet its obligation to the affiliating university, and still maintain some degree of autonomy?

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APPENDIX 1

1. REGULATIONS OF THE DEPARTMENT OF EDUCATION

The guidelines for admission formulated by the ACB had to be used in conjunction with the Regulations for Admission to Colleges contained in the Government Gazette No. 81, Education Act , 1983.

The Government regulations were as follows :

- (a) No person would be admitted to any college without having applied in writing.
An applicant would be required to complete prescribed application forms obtained from the colleges.
- (b) No college was expected, under any circumstances, to consider applications received after the due date.
- (c) Admission to college would be based entirely on information written on the prescribed form.
- (d) The completed, prescribed form would reach the college office on or before 31 August for admission to the following year.

- (e) Applicants would submit their statement of results to the college where they had applied, as soon as these were available.

2. REGULATIONS OF THE AFFILIATED COLLEGES BOARD (ACB)

The ACB outlined the following regulations for admission to the colleges of education (General Guidelines 1983) :

- (a) Students wishing to be admitted at a college of education in a given year would apply to the Rector in writing and such letters of application would reach the Rector not later than 31 May of the preceding year. If, by 31 July, no response was received from the college, it was the responsibility of the applicant to follow-up.
- (b) Rectors would send the application forms to the prospective students promptly after receiving applications, but not later than 30 June. Deadline dates would be clearly indicated on the forms.
- (c) Completed forms would reach the Rector's office on or before 31 August.
- (d) Letters of acceptance or regret from the college would be sent to the applicants before the end of November for those applicants who already had standard 10 certificates. Others would be informed as soon as the standard 10 results were released.

2.2 Selection Procedure

The following selection procedure was recommended :

- (a) To expedite selection procedures, applicants would submit their standard 10 results immediately.
- (b) Those applicants already in possession of Standard 10 certificates and had submitted them, would be informed of the outcome of their application without delay. In fact, letters of acceptance or regret from colleges would be sent out during October of the year preceding admission.
- (c) Those applicants who were still waiting for their standard 10 results would be considered for provisional admission. Their final admission would be subject to their results having satisfied all the requirements.
- (d) In the letter of provisional admission the conditions required towards final admission would be spelt out.
- (e) No student would be allowed to proceed to the second year of study unless or until his/her Standard 10 Certificate was produced. Delays in producing proof of genuine standard 10 results may, therefore, lead to the withdrawal of one's acceptance to the college.

2.3 Precautionary Measures

The Department of Education would ensure that principals of senior secondary schools or their deputies collected standard 10 results from the Circuit offices timeously to dispatch them to individual students so that the latter would submit the same to the colleges in time for admission.

The following were proposed as the requirements to be met to ensure that the guidelines for admission to colleges operated fairly and smoothly.

- (a) Admission guidelines were to be incorporated into the prospectes for the colleges, which pamphlets themselves would undergo review and revision whenever necessary.
- (b) All interested parties to standard 10 examination results would be supplied with full schedules of the results simultaneously.
- (c) All colleges would ensure that copies of their application forms were lodged with each senior secondary school.
- (d) All college Rectors would be in possession of updated lists of the names and addresses of all senior secondary schools.

- (e) All principals of senior secondary schools would receive updated lists of the names and addresses of all colleges of education.

2.4 Procedures for Admission

The terms of the admission procedures were given as follows :

- (a) Each college would keep a record of all applicants for whom forms and a prospectus were sent.
- (b) Each college would keep a proper record of all completed forms returned by the applicants.
- (c) The onus rested with the applicant to ensure that when applying for admission he or she fulfilled all the requirements and met the deadlines.
- (d) The minimum entrance qualification for all colleges would be an aggregate pass of EES for PTD and STD but matriculation exemption for College Higher Education Diploma (CHED).
- (e) No college would allow all available places to be taken up by candidates already in possession of Standard 10 Certificates at the exclusion of those still awaiting their results.

- (f) There would be special requirements for admission to the different teacher preparation programmes, that is, PTD, STD and CHED.

APPENDIX 2

QUESTIONNAIRE FOR STUDENT-TEACHERS OF COLLEGES OF EDUCATION OF TRANSKEI

QUESTIONNAIRE I

INSTRUCTIONS :

This questionnaire is intended to collect information relating to possible causes of admission problems to colleges of education in Transkei. You are kindly requested to complete this questionnaire as accurately and honestly as possible. Your information will be used only for research purposes and will be treated with strict anonymity. Thus, you do not have to write your name anywhere on this questionnaire.

Kindly indicate your responses to the following questions by inserting a cross (x) in the appropriate box and filling in the spaces where necessary.

SECTION A									
BIBLIOGRAPHICAL INFORMATION									
NO								CODING	
1	COLLEGE NAME								
	TOWN								
2	SEX	FEMALE			MALE				
3	HOW OLD ARE YOU?			4	INDICATE THE YEAR WHEN YOU OBTAINED YOUR STANDARD 10 CERTIFICATE				
	1	18 - 21 YEARS				1	BEFORE 1990		
	2	22 - 24				2	1991		
	3	25 - 27				3	1992		
	4	28 - 30				4	1993		
	5	OVER 30				5	1994		
5	INDICATE THE CATEGORY OF YOUR FATHER'S OCCUPATION			6	INDICATE THE CATEGORY OF YOUR MOTHER'S OCCUPATION				
	1	HIGHER PROFESSIONAL				1	HIGHER PROFESSIONAL		
	2	LOWER PROFESSIONAL				2	LOWER PROFESSIONAL		
	3	TEACHER				3	TEACHER		
	4	CLERICAL AND ALLIED				4	CLERICAL AND ALLIED		
	5	SKILLED WORKER				5	SKILLED WORKER		
	6	COMMERCIAL				6	COMMERCIAL		
	7	SEMI-SKILLED AND UNSKILLED				7	SEMI-SKILLED AND UNSKILLED		
	8	UNIFORMED SERVICE				8	UNIFORMED SERVICE		
	9	FARMER				9	FARMER		
10	UNCLASSIFIED : (Please specify)			10	UNCLASSIFIED : (Please specify)				

SECTION B												
PART I : ADMISSION REQUIREMENTS												
7	ARE THERE ANY OTHER SPECIAL ACADEMIC OR NON-ACADEMIC REQUIREMENTS WHICH YOU WERE REQUIRED TO MEET FOR ADMISSION EXCEPT FOR A MATRIC PASS AND AN “E” SYMBOL AS THE LOWEST IN ENGLISH										YES	NO
8	IF YES, PLEASE EXPLAIN :											
PART II : ADMISSION PROCEDURE												
											YES	NO
9	DID YOU APPLY TO THE RECTOR IN WRITING, ASKING FOR APPLICATION FORMS?											
10	IF YES, DID YOU RECEIVE APPLICATION FORMS FROM THE RECTOR?											
11	DID YOU RECEIVE A PROSPECTUS WITH THE APPLICATION FORMS?											
12	WERE YOU INTERVIEWED?											
13	DID YOU COME EARLY FOR REGISTRATION?											
14	IF YOUR ANSWER IS YES, DID YOU SEND THEM BACK, AND IF SO, IN WHAT MONTH?											
	JUNE		JULY		AUGUST		SEPTEMBER		OCTOBER			
15	WHAT WERE YOU DOING WHEN YOU APPLIED FOR ADMISSION TO COLLEGE?											
	1	STILL DOING STANDARD 10										
	2	WAITING AT HOME FOR ADMISSION TO COLLEGE										
	3	ALREADY PURSUING ANOTHER CAREER										
	4	WORKING BUT STILL WAITING FOR ADMISSION TO COLLEGE										
	5	OTHER REASON : (Please specify)										
16	IF YOUR ANSWER TO QUESTION NO. 15, ABOVE WAS 15.1 : (STILL DOING STANDARD 10), DID YOU RECEIVE A PROVISIONAL LETTER OF ADMISSION?										YES	NO
17	HOW SOON AFTER REGISTRATION DID YOUR CLASSES START?											
	1	A WEEK AFTER REGISTRATION										
	2	2 WEEKS AFTER REGISTRATION										
	3	3 WEEKS AFTER REGISTRATION										
	4	MORE THAN 3 WEEKS AFTER REGISTRATION										

PART III : POLITICAL INFLUENCE

18	DO YOU THINK THE CHANGE IN GOVERNMENT IN SOUTH AFRICA HAS HAD ANY EFFECT ON THE DEMAND FOR ACCESS TO COLLEGES OF EDUCATION?	YES	NO		
	Please explain why you think so :				
				
				
19	IN YOUR OPINION, WHAT ARE THE MOST IMPORTANT REASONS WHY MOST STUDENTS DEMAND ACCESS TO COLLEGES OF EDUCATION IN THE TRANSKEI SUB-REGION?				
	PLEASE CHOOSE THREE AND RANK THEM IN ORDER OF IMPORTANCE				
	III= Most Important : II= less Important : I=Least Important				
		III	II	I	
	1	THEIR PARENTS ARE LOCAL MEMBERS OF THE COLLEGE AREA			
	2	THERE IS EASY ACCESS TO BURSARIES			
	3	THEY HAVE A RIGHT TO EDUCATION			
	4	THERE ARE NO OTHER TERTIARY INSTITUTIONS IN THEIR LOCAL AREA			
	5	EMPLOYMENT IS ASSURED			
6	TEACHING AND LEARNING CAMPAIGN				
7	PARENTS INSIST ON TEACHING CAREER				

PART IV : TEACHING AS A CAREER OPTION

20	WHICH OF THE FOLLOWING STATEMENTS BEST FITS YOUR ATTITUDE TOWARDS THE TEACHING PROFESSION AS A CAREER?		
	1	IT IS A JOB LIKE ANY OTHER	
	2	IT IS AN IMPORTANT CAREER	
21	WHICH OF THE FOLLOWING STATEMENTS BEST FITS YOUR ATTITUDE TOWARDS THE TEACHING PROFESSION AS A JOB		
	1	I LOVE TEACHING	
	2	I DON'T LIKE TEACHING	
22	IN YOUR OPINION DO YOU THINK THERE IS AN INCREASE IN HIGH SCHOOL GRADUATES SEEKING PLACES IN COLLEGES OF EDUCATION?	YES	NO

PART V : FINANCING					
23	WHAT WOULD HAPPEN TO YOU IF A BURSARY WAS NOT AVAILABLE TO YOU FOR 1966?				
	1	I WOULD DROP OUT OF THE COLLEGE PROGRAMME			
	2	MY PARENTS WOULD PAY FEES FOR ME			
	3	I WOULD SEEK A LOAN			
24	WHICH OF THE FOLLOWING, YOUR OPINION, SEEMS TO BE THE BEST WAY OF FINANCING TEACHER EDUCATION?				
	1	THE GOVERNMENT GIVES FUNDS TO THE COLLEGE WHICH SELECTS DESERVING STUDENTS			
	2	THE GOVERNMENT PROVIDES LOANS			
	3	THE COLLEGE ORGANISES LOANS FROM ITS OWN FUNDS			
	4	THE GOVERNMENT CONTINUES THE CURRENT (1995) PRACTICE			
25	ARE YOU AWARE OF ANY OTHER TERTIARY INSTITUTIONS IN YOUR AREA APART FROM TEACHER TRAINING COLLEGES?			YES	NO
26	IF YOUR ANSWER TO 25 ABOVE WAS YES, DID YOU APPLY TO THESE INSTITUTIONS?			YES	NO
27	IF YOUR ANSWER TO 26 ABOVE WAS YES, TO WHICH ONES DID YOU APPLY FIRST, SECOND, AND THIRD? Please rank them according to your choice of application.				
	1			
	2			
	3			
28	COMPARING TEACHING AND MEDICINE, AS CAREERS, HOW DO YOU RATE THEIR IMPORTANCE TO THE FOLLOWING : Please indicate by inserting a cross (x) next to the career that you rate as being more important.				
	1	THE FAMILY	TEACHING CAREER	1	
			MEDICAL CAREER	2	
	2	SOCIETY	TEACHING CAREER	1	
			MEDICAL CAREER	2	
	3	SCHOOL	TEACHING CAREER	1	
			MEDICAL CAREER	2	
29	GENERAL :				
	PLEASE GIVE ANY SUGGESTIONS YOU MAY HAVE THAT WOULD EASE THE ADMISSIONS CRISIS IN COLLEGES OF EDUCATION IN TRANSKEI.				

APPENDIX 3

QUESTIONNAIRE FOR LECTURERS OF COLLEGES OF EDUCATION IN TRANSKEI

QUESTIONNAIRE I

INSTRUCTIONS :

This questionnaire is intended to collect information relating to possible causes of admission problems to colleges of education in Transkei. You are kindly requested to complete this questionnaire as accurately and honestly as possible. Your information will be used only for research purposes and will be treated with strict anonymity. Thus, you do not have to write your name anywhere on this questionnaire.

Kindly indicate your responses to the following questions by inserting a cross (x) in the appropriate box and filling in the spaces where necessary.

SECTION A BIBLIOGRAPHICAL INFORMATION									
NO								CODING	
1	COLLEGE NAME								
	TOWN								
2	SEX		FEMALE				MALE		
3	HIGHEST ACADEMIC QUALIFICATION				4	WHAT IS YOUR POSITION IN THE COLLEGE STRUCTURE?			
	1	MATRIC				1	JUNIOR LECTURER		
	2	BACHELORS DEGREE				2	SENIOR LECTURER		
	3	HONOURS DEGREE				3	HEAD OF DEPARTMENT		
	4	MASTERS DEGREE				4	HEAD OF HEADS		
	5	DOCTORAL DEGREE							
5	WHAT IS YOUR HIGHEST QUALIFICATION?								
	1	PH			6	HDE/UED/HED			
	2	PTC			7	B. ED			
	3	JSTC			8	M. ED			
	4	PTD			9	OTHER : Please specify			
	5	STD							

- (e) Prospective students who had received letters of admission and those who were not sure where they stood, would report to the colleges on the opening day to register or find out whether they had been admitted or not.
- (f) Dates for arrival at the colleges, and registration, would be adhered to strictly. The Rector would inform the prospective students about registration procedures.
- (g) The rectors reserved the right to admit students who had been on the waiting list after the last day of the stipulated registration period at the college.
- (h) Students, guardians and parents would not involve the officials of the Departments or personnel of the University of Transkei when seeking admission to a college of education.
- (i) College Rectors were in full control of the registration, issuing of identity cards, and conducting of examinations for Years I and II.
- (j) Guidelines given to Rectors stated that registration should not last longer than a week. The Rectors would have the final word on student registration at their colleges.

2.1 General Admissions Guidelines

The ACB gave the following general guidelines for admission to the colleges of education :

- (a) All candidates for all teacher training colleges would be in possession of symbol E in English, second language, higher grade. Where the symbol in English was F the candidate would be interviewed for possible admission.
- (b) Where applicable, JPTD and SPTD student teachers would possess a symbol E (HG) or D (SG) in two of the school subjects in which they wished to specialise.
- (c) Colleges of education would, as a matter of procedure, interview some or all candidates before admitting them into the college programmes.
- (d) Students wishing to enrol at the colleges for purposes of upgrading PTD, NPH, JSTC, and others, to PTD or STD, plus those who wish to change across from STD to PTD, would all be admitted into Year I.
- (e) As a rule, students would not be permitted to move from one college to another, but special cases that were strongly motivated, would be considered by the ACB where supporting documentation is supplied.
- (f) No students transferring from elsewhere would be admitted at a level higher than Year II.

6	PLEASE INDICATE THE OVERALL NUMBER OF YEAR'S TEACHING EXPERIENCE YOU HAVE			7	PLEASE INDICATE THE NUMBER OF YEAR'S TEACHING EXPERIENCE YOU HAVE AT YOUR PRESENT COLLEGE		
	1	0 - 5 YEARS			1	0 - 5 YEARS	
	2	6 - 10 YEARS			2	6 - 10 YEARS	
	3	11 - 15 YEARS			3	11 - 15 YEARS	
	4	OVER 15 YEARS			4	OVER 15 YEARS	

SECTION B

PART I : ADMISSION REQUIREMENTS

8	ARE YOU FAMILIAR WITH THE ADMISSION PROCEDURES FOLLOWED AT YOUR COLLEGE?		YES	NO
9	STUDENT ADMISSIONS AT MY COLLEGE ARE APPROVED BY :			
	1	THE RECTOR ALONE		
	2	A SELECTION COMMITTEE		
	3	I AM NOT SURE		
10	IF YOU INDICATED NO. 2 ABOVE , (SELECTION COMMITTEE), PLEASE LIST THE MEMBERS CONSTITUTING THE COMMITTEE.			
	1			
	2			
	3			
	4			
	5			
11	TO THE BEST OF YOUR KNOWLEDGE, DO ALL STUDENTS APPLY TO THE RECTOR IN WRITING?			
	1	YES		
	2	NO		
	3	I DON'T KNOW		
12	TO YOUR KNOWLEDGE, ARE ALL APPLICANTS GIVEN APPLICATION FORMS TO COMPLETE?			
	1	YES		
	2	NO		
	3	I DON'T KNOW		
13	ARE ALL APPLICANTS GIVEN A PROSPECTUS WITH ADMISSION PROCEDURES, WHEN THEY APPLY?			
	1	YES		
	2	NO		
	3	I DON'T KNOW		

14	HAVE YOU EVER KNOWN OF A STUDENT BEING ADMITTED TO THE COLLEGE WITHOUT HAVING APPLIED?			
	1	YES		
	2	NO		
15	HOW LONG DOES REGISTRATION LAST IN YOUR COLLEGE?			
	1	ONE WEEK		
	2	TWO WEEKS		
	3	THREE WEEKS		
	4	MORE THAN THREE WEEKS		
16	WHEN DO YOU USUALLY START TEACHING?			
	1	IMMEDIATELY AFTER REGISTRATION?		
	2	A WEEK AFTER REGISTRATION		
	3	TWO WEEKS AFTER REGISTRATION		
	4	THREE WEEKS AFTER REGISTRATION		
	5	MORE THAN THREE WEEKS AFTER REGISTRATION		
17	ARE YOU AWARE OF LECTURERS OR OTHER STAFF MEMBERS OF YOUR COLLEGE BRINGING STUDENTS WHO HAVE NOT APPLIED?			
	1	YES		
	2	NO		
18	WOULD YOU SAY THAT STUDENTS WHO COME FROM THE LOCAL AREA ARE GIVEN FIRST PREFERENCE IN ADMISSIONS?			
	1	YES		
	2	NO		
19	IF YOU ANSWERED YES TO 18 ABOVE, WHAT REASONS ARE MOST OFTEN GIVEN FOR THIS PRACTICE? Please explain.			
PART II : POLITICAL INFLUENCE				
20	ARE YOU AWARE OF ORGANISATIONS, SUCH AS SANCO, SADTU, PATO OR OTHERS DEMANDING ACCEPTANCE ON BEHALF OF APPLICANTS?		YES	NO
	If yes, what was the reason, please explain :			
			
			
			

21	DO YOU THINK THE CHANGE IN GOVERNMENT IN SOUTH AFRICA HAS HAD ANY EFFECT ON THE DEMAND FOR ACCESS TO COLLEGES OF EDUCATION?			
	IF YES, PLEASE EXPLAIN WHY YOU THINK SO :	YES	NO	
22	WHY DO YOU THINK THE APPLICANTS WOULD DEMAND ADMISSION TO COLLEGES OF EDUCATION? PLEASE CHOOSE THE REASON WHICH, IN YOUR OPINION, IS THE MOST APPROPRIATE.			
	1	THERE ARE NO OTHER SUITABLE TERTIARY INSTITUTIONS TO FURTHER THEIR STUDIES.		
	2	JUST TAKING A CHANCE		
	3	TRYING THEIR LUCK		
	4	TAKING ADVANTAGE OF EASY ACCESS TO BURSARIES		
	5	OTHER, Please explain :		
23	ARE YOU AWARE OF ANY GENERAL INCREASE IN THE DEMAND FOR PLACES AT TEACHER TRAINING COLLEGES?		YES	NO
24	IF YOU ANSWERED YES TO 23 ABOVE, WHICH OF THE FOLLOWING IS OFTEN GIVEN AS A REASON/S? (You may indicate more than one reason)			
	1	NO OTHER SUITABLE INSTITUTION		
	2	EASY ACCESS TO BURSARIES		
	3	TEACHER EMPLOYMENT IS ASSURED		
	4	PARENTS INSIST ON TEACHING CAREER		
	5	JUST TO HAVE A PROFESSION		
25	IT IS OFTEN STATED THAT THERE IS AN ADMISSION CRISIS IN COLLEGES OF EDUCATION. WHICH OF THE FOLLOWING, IN YOUR OPINION, IS/ARE GIVEN AS A REASON FOR THAT CRISIS? (You may indicate more than one reason)			
	1	NEPOTISM IS PRACTISED BY THE RECTOR		
	2	NEPOTISM IS PRACTISED BY THE SELECTION COMMITTEE		
	3	PAYMENT OF BRIBERY BY STUDENTS		
	4	CONFLICTING DIRECTIVES RECEIVED FROM GOVERNMENT OFFICIALS		
	5	INTERFERENCE BY STAKEHOLDERS WITHIN THE COLLEGE		
26	ARE YOU AWARE OF ANY MECHANISM THAT WOULD ADDRESS THE PROBLEM REFERRED TO IN 25 ABOVE?		YES	NO
	If yes, please explain :			

PART III : FINANCING			
27	WHICH OF THE FOLLOWING SEEMS TO BE A GOOD WAY OF FINANCING TEACHER EDUCATION?		
	1	THE GOVERNMENT GIVES FUNDS TO THE COLLEGE AND THE COLLEGE SELECTS THE DESERVING STUDENTS	
	2	THE GOVERNMENT PROVIDES LOANS TO STUDENT-TEACHERS WHO SHOULD BE BOUND TO TEACH FOR A SPECIFIC NUMBER OF YEARS FOR THE GOVERNMENT, AFTER QUALIFICATION	
	3	THE COLLEGE ORGANISES LOANS FOR STUDENT-TEACHERS	
	4	THE GOVERNMENT CONTINUES ITS 1995 PRACTICE OF GIVING BURSARIES	
28	DO YOU THINK THAT THE EASY ACCESS TO BURSARIES FROM THE GOVERNMENT HAS HAD ANY EFFECT ON ADMISSIONS TO COLLEGES OF EDUCATION IN THE TRANSKEI REGION OF THE EASTERN CAPE?		
	1	YES	
	2	NO	
	3	I AM NOT SURE	
29	IF YOUR ANSWER WAS YES TO 28 ABOVE, PLEASE EXPLAIN :		
30	GENERAL : PLEASE GIVE ANY SUGGESTIONS YOU MAY HAVE THAT WOULD EASE THE ADMISSIONS CRISIS IN COLLEGES OF EDUCATION IN TRANSKEI.		

APPENDIX 4

LETTER TO ALL RESPONDENTS

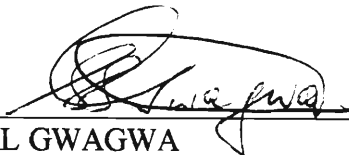
Dear Respondent,

As part of my studies in Education Administration and Leadership at the University of Natal, Pietermaritzburg, I am conducting a research on the factors related to admission procedures in colleges of education in Transkei.

May I request that your responses be as accurate, free and honest as possible. May I also assure that the responses you give will be treated with strict anonymity. Thus, please do not indicate your name anywhere in this questionnaire.

Thank you in advance for your co-operation.

Yours sincerely



Y L GWAGWA
Research Student, University of Natal



Imicimbi Yembaliwano Mayisingiswe
Kusibakhulu

ISEBE LEMFUNDO
DEPARTMENT OF EDUCATION

UMTATA.

APPENDIX 5

All communications to be
addressed to the Secretary

idilesi yoCingo }
Telegraphic Address }

"SEBEMFUNDO"

19

iNgxowa eYodwa yePost }
Private Bag }

X5003

IMIBUZO
ENQUIRIES

iFoni } 25111
Tel. }

The Dean

Dear Sir/Madam

YOUR LETTER DATED

YOUR REFERENCE

OUR REFERENCE

I have pleasure in informing you that your application on behalf of
Mr/Mrs/Miss G. WAGWA..... to grant him/her
permission to collect data from Transkei Schools for research purposes
on "A... STUDY... OF... FACTORS... RELATED... TO... ADMISSION...
... PROBLEMS... IN... COLLEGES... OF... EDUCATION... IN... THE...
... TRANSKEI... REGION...".....
has been approved provided, at the end of the project, a copy of the
dissertation will be produced for the Transkei National Library.

Yours faithfully

Angimela

DIRECTOR-GENERAL FOR EDUCATION

APPENDIX 6



University of Natal

31 August 1995

School of Education
Faculty of Humanities

To whom it may concern
Department of Education and Culture
Eastern Cape

Private Bag X01 Scottsville,
Pietermaritzburg 3209 South Africa
Telephone (0331) 2605248/alt 2605449 Fax (0331) 2605080
Telegrams University Telex 643719

MS YL GWAGWA: STUDENT NUMBER 952076773

Ms Gwagwa is registered as a part-time student in this Faculty for the Master of Education (Thesis) degree. Her subject of study is:

A study of factors related to admission problems in colleges of education in the Transkei region

I would be very grateful if you would permit Ms Gwagwa to collect the necessary research data in the colleges in the region. Any information which she obtains will be treated in strict confidence.

Mrs SJ Cumming
Administrative Officer
Faculty of Humanities

APPENDIX 7

INTERVIEW SCHEDULE FOR RECTORS OF COLLEGES OF EDUCATION IN TRANSKEI

SECTION A BIBLIOGRAPHICAL INFORMATION						
NO.						CODING
1	COLLEGE NAME					
	TOWN					
2	SEX	FEMALE		MALE		
3	HIGHEST ACADEMIC QUALIFICATION :					
	1	MATRIC				
	2	BACHELORS DEGREE				
	3	HONOURS DEGREE				
	4	MASTERS DEGREE				
	5	DOCTORAL DEGREE				

SECTION B

ADMISSION TO COLLEGES

1. What requirements should an applicant meet in order to gain admission to a college of education?
2. What procedures do rectors follow when students who have already completed matric, apply to them in writing?
3. What procedures do rectors follow when standard 10 students apply to them in writing?
4. Are you aware of rectors who admit students who have never applied to their college?
5. Do you ever have a waiting list for admission at your College?
6. Have you ever experienced any directives from Government officials and/or other honourable State officials on admissions?
7. Does your College allow lecturers and other staff members to bring in students?

8. To the best of your knowledge do rectors ever give special consideration to their relatives and friends when admitting students.
9. Do you think local students should be given first preference for admittance to college?
10. Does your College keep the number of admissions within the quotas set by the Department?
11. Do you think the political change in South Africa has had any effect on the implementation of admission procedures in colleges of education?
12. Have you ever had any problem with an organisation like SANCO, SADTU, COSAS or any other organisation, demanding access on behalf of an applicant or trying to influence the admissions process in any way?
13. Are there any applicants who demand access to your College because they perceive this as a birth or constitutional right?
14. Are there any parents who demand access to your College for their children because they perceive this as their birth or constitutional right?
15. In your opinion, do you think there is an increase of high school graduates seeking places in colleges of education?
16. Are you satisfied with the way Government allocates bursaries and with the demand for admission to colleges of education?
17. Do you think there is any relationship between the easy access to bursaries and the demand for admission to colleges of education?
18. Do you have any suggestions which you believe would help ease the admissions crisis experienced by colleges of education in the Transkei sub-region of the Eastern Cape?
Please

APPENDIX 8

INTERVIEW SCHEDULE FOR COMMUNITY MEMBERS

SECTION A BIBLIOGRAPHICAL INFORMATION						
NO.						CODING
1	COLLEGE NAME					
	TOWN					
2	SEX	FEMALE		MALE		

SECTION B

ADMISSION TO COLLEGES

1. What requirements should an applicant meet in order to gain admission to a college of education?
2. Do parents/guardians apply for admission to colleges of education on behalf of their children?
3. What do parents do when they receive no response from the college?
4. What does a parent do when his/her child is rejected by a college?
5. What do parents expect from a college when his/her child is put on the waiting list?
6. If you happened to have a relative on the staff of a college, would you rely on him/her to gain admittance for your child?
7. If your child applied for admission to a college the previous year, would you expect him/her to get first preference the following year?
8. To the best of your knowledge, do parents involve Departmental officials and/or other honourable State officials in demanding access to a college?